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ABSTRACT

This practicum was designed to integrate a module on classroom management into a university student-teaching program. The primary goal was to assist student teachers in increasing the teaching and learning time in their elementary school classrooms through prevention of inappropriate behavior. Through the use of specific skills, the student teachers learned to use classroom time more effectively, and at the same time experienced a positive student teaching experience. A pre-assessment survey was administered which documented a limited knowledge base in the area of classroom management. Group workshops were utilized and material was presented through a multivaried approach. Meetings were held individually throughout a 30-week period to assist and assess the internalization of material in the module. Results were gathered by means of post-assessment evaluation in both written and oral form. Findings indicate that the module was both enjoyable and worthwhile, helping student teachers enhance their teaching/learning time in the classroom on a daily basis. Appendixes include a pre/post-assessment questionnaire, an attitude survey, university observation and evaluation forms, role playing scenarios, and audiovisual materials. (LL)

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ED 335348

Increasing Classroom Management Skills Through a Training Module for Student Teachers

by

Joyce Rubin

Cluster 30

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A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1991

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PRACTICUM APPROVAL SHEET

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Approved:

Apr. 29, 1991
Date of Final Approval of Report

Wm. W. Anderson
Dr. William Anderson, Adviser

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ABSTRACT

Increasing Classroom Management Skills Through a Training Module for Student Teachers.
Rubin, Joyce., 1991: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood.
Descriptors: Classroom Management/Discipline/Student Teachers/Preservice Teacher Education/Inservice Teacher Education/Adult Education/Elementary School Teachers/Teacher Training/Clinical Supervision.

This practicum was designed to integrate a module on classroom management into a university student teaching program. The primary goal was to assist student teachers in increasing the teaching and learning time in their elementary school classrooms by preventing and desisting inappropriate behavior. Through the use of specific skills, the student teachers utilized classroom time more effectively, and at the same time experienced a positive student teaching experience.

The writer administered a pre-assessment survey, which documented the lack of the student teachers' knowledge base in the area of classroom management. The writer utilized both small and large group workshops, presenting material through a multivaried approach. The writer also served as a support system, meeting with the student teachers individually throughout the thirty week period, to assist and assess the internalization of material in the module.

The results of the practicum were positive. Post-assessment evaluation in both written and oral form indicated that all of the objectives were successfully met, at a rate more than was originally planned. Student teachers further indicated that the module was both enjoyable and worthwhile, helping them to enhance their teaching/learning time in the classrooms on a daily basis.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting for this practicum was a mid-sized public university in the southeastern part of the United States, with a diverse population of over 19,500 students. Eight percent of its enrollment consists of international students representing seventy-five countries.

Established in 1965, it is a multi-campus urban research institution, committed to providing a comprehensive undergraduate liberal arts education to all eligible students. The curriculum in the lower- division is centered around a core curriculum, including courses in English, mathematics, music, art, speech, and physical science. The latter two years comprise the upper-division, whereby the students select a major, preparing them for a future profession, occupation, or further study at a graduate level.

The thirty-four students involved in this project were in their last semester of the upper-division undergraduate program, and were Elementary Education majors. All of them were female; while most were single, several were married. Four of the students had their own children. Their backgrounds were rather diverse, ethnically, socioeconomically, and experientially, representative of the general university population. They all had the same goal, however, and that was to be elementary school teachers.

Prior to this semester, they had all taken general education courses as well as specific methods courses. Included with each methods course was the requirement that all students spend a minimum of two hours per week in an assigned elementary public school. As their last requirement preceding graduation, they were placed in various public schools, where they were expected to assume all teaching responsibilities on a full-time basis for a fourteen-week semester. Most of the student teachers were left alone in the classroom for long periods of time, assuming all duties, after the orientation period had ended. Permission to student teach had been granted to each student based upon their successful completion of all other requirements specified in the course of study. After student teaching was complete, the students were eligible for certification in elementary education in this state, and entered into the teaching profession as full-time employees.

The schools to which they had been assigned varied. The fourteen schools selected by the university served rural, suburban, and inner-city communities; their teaching staffs and student bodies represented the ethnic, economic and social diversity characteristic of the towns and county in which they were located. This southeastern county had108 elementary schools, with a student population of 83,959. The ethnic breakdown was as follows: White/Non-Hispanic - 55.9%, Black/Non-Hispanic - 33.3%, Hispanic - 8.7%, Asian - 1%, Indian - 0.3%. (Statistical Abstracts, 1990-91).

Role of the Writer

The writer's role in the university in which this practicum took place was that of an adjunct instructor, supervising the aforementioned student teachers in their individual school settings. This role was perceived as that

of a support system, offering support and advice to each student, as well as directing and evaluating their roles as teachers, on a regular and systematic basis. In addition, the supervisor's role included being a communicator between the public school personnel and public school administration, university faculty, and the student teachers. The writer has assumed this role for the past five while concurrently teaching various methods courses in the Department of Education as well. Prior to this role, this writer has had extensive and varied experiences in the field of early childhood and elementary education spanning a twenty-six year period. Included in these experiences are being a public school classroom teacher in a major northeastern city, adjunct teaching in several mid-sized public universities, developing and directing a cooperative child care center, and teaching several inservice courses for licensed teachers in various subjects, including early childhood and elementary school curriculum, classroom management, and communication skills. While holding undergraduate and graduate degrees in Early Childhood and Elementary Education, the writer is currently working toward a Doctor of Education degree in Early and Middle Childhood.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem that this writer addressed in this practicum relates to classroom management and discipline; the student teachers with whom she worked lacked skills and knowledge in the area of classroom management. Teaching and learning classroom time was diminished due this deficit, and valuable academic time was lost.

For the past decade, classroom management and discipline have been the focus of much discussion and debate among parents, educators, psychologists, politicians, and students alike. It was therefore incumbent upon the writer to establish operational definitions as it related to this practicum. Behavior refers to "...anything a person does, says or thinks that can be observed directly and/or indirectly. A well-behaved student is one who behaves in ways that the teacher and/or student thinks are appropriate to the situation" (Madsen, 1974). Abernathy, Menera and Wright (1985) illustrate classroom problems as occurring when "... a student refuses to do what she/he has been told to do, is sarcastic, loud, moves about without permission, is abusive to other students" (p. 361). Disruptive students are further defined as "... those who interrupt, are rude, leave their seats, are sarcastic and who seek attention, and are the

biggest discipline problems in today's elementary classrooms " (Clapp, 1989 p. 32). Barr-Johnson and Hiett (1980) rank failure to finish work, lack of respect for teachers and peers, excessive talking, dishonesty, ignoring school rules and fighting as the behavior problems of greatest concern to a classroom teacher. S. and E. Basualdo (1980) sum up the definition of classroom discipline: "... the control of classroom procedures aimed at facilitating the attainment of educational objectives" (p. 4). Long, Frye and Long (1989) offer a more general definition of classroom problems as those activities that impede learning. Lemlech (1988) generalizes classroom management as "... the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems" (p. 3). Much of the debate as to what constitutes inappropriate behavior is reflective of various teachers' perceptions, often dependent upon the experience level of the teacher (Kearney, 1987).

It is apparent that attention to particular behavior problems has changed over the decades, and the primary concern of the eighties has been upon the unproductive "off-task" behavior in class. This concern has been developed and reinforced since the late seventies by reports from the National Commission on Excellence in Education and the Task Force on Education for Economic Growth of the Education Commission of the States. These reports, while focusing attention on low academic standards and poor student achievement, reinforced the importance of on-task student behavior in our schools (Duke & Jones, 1984).

It is evident that classroom management difficulties are a major concern of both preservice and inservice teachers. They decrease the

amount of teaching/learning time in the classroom, while the frustration associated with a teacher's inability to deal with these problems is a cause of stress that eventually may lead to teacher burnout. It was this writer's belief that this area of classroom management and discipline was of great concern to the student teachers with whom she worked. Because the student teachers lacked a knowledge base, as well as experience, they were often ineffective in keeping classroom behavior on-task; disruptive behavior became a daily problem in their elementary classrooms. This was primarily due to the absence of a university teaching module in this specific area of teacher training. Occasionally, some material was integrated into an existing methods course, but the university catalog did not include any specific course dealing with this domain specifically. The student teachers were therefore often ineffective in dealing with such behavioral problems as they appeared on a daily basis in their elementary school classrooms. Academic teaching and learning time was diminished due to the time spent on dealing with classroom management difficulties. At the same time, student teaching often became a stressful situation due to the frustration caused by their own incompetencies. In sum, the problem this practicum addressed was that elementary-level student teachers in this university lacked knowledge of classroom management skills.

As systematic instruction in classroom management was integrated into the student teaching experience, it was the hope of the writer that the student teachers would become more adept at preventing and dealing with behavior problems in their elementary school classrooms, the teaching/learning time would increase on a daily basis and more academic achievement would be realized. In conclusion, the educational

experience of children would be enhanced, and the student teaching experience would be a more positive and less stressful one.

Problem Documentation

The beliefs of this writer were documented by her experiences in the field of student teaching supervision for the past five years. The evaluations of the student teachers by the writer during formal and informal weekly observations detailed their lack of success in the area of classroom management. In fact, the area on the university's evaluation form most often receiving "needs improvement" or "poor" were the competencies related to classroom management, which included setting up the classroom environment that fosters positive and appropriate behavior as well as pupil guidance (Appendix E). The writer's evaluations of the student teachers during the first three weeks of the Spring1990 semester documented this; in the area of classroom management, fifteen of the eighteen student teachers received a "2" (needs improvement) or "1" (poor). During post-observation conferences, the student teachers concurred with the writer's evaluations, expressing their feelings of inadequacy and frustration: "I didn't know how to handle that", or "I"m so bad at this -- they (the elementary school students) take such advantage of me when I'm in the classroom alone with them".

This data paralleled the evaluations from the prior three semesters for which data was available. The following is an analysis of those evaluation forms; the mean score for 58 student teachers on a scale of 1 - 5 (1 - poor, 5 - outstanding) was 2.5.

Semester	Number of student teachers	Mean Score
Fall '88	16	2.6
Spring '89	20	2.4
Fall '89	22	2.5

The evaluations of the directing or cooperating teacher also reflected this deficiency. Their evaluations, both oral and written, documented that the domain most often presenting the most difficulty to student teachers is that of classroom management. The directing teachers often stated that although the student teachers were usually quite effective in teaching skills, they often lacked the skills needed to develop and implement a positive plan which facilitated positive behavior while at the same time fostering positive self-esteem among the elementary school students. The first evaluations of the 18 student teachers completed by the directing teachers during the early weeks of the Spring '90 semester (Appendix D) indicated the following:

Question Number	Mean Score
16	2.0
18	2.5
20	3.0

The end-of-semester evaluations completed by directing teachers during the Fall '89 concurred with this data; out of the twenty-two evaluations completed, eleven still cited student teacher weakness in classroom management as a concern.

The writer further documented the student teachers' lack of knowledge in the area of classroom management by administering a preassessment questionnaire (Appendix A) to the eighteen student

teachers during the early weeks of the Spring '90 university semester. A summary of this data is as follows:

1. Seventeen out of 18 never had a course in classroom management.

2. Two out of 18 covered the subject as part of another methods course.

3. Out of 16 possible behavior problems listed, none were of "little or no concern" to the student teachers.

4. Sixteen of the student teachers were minimally familiar with Assertive Discipline.

5. One of the student teachers was familiar with any of the other methods.

6. Question # 6 was rated "very often" by all of the 18 students.

7. Between 40-80% of teaching time was being lost by behavior problems.

8. All 18 students stated that they lack adequate skills in managing classroom behavior.

During the period following each semester of student teaching, a university evaluation is conducted by a senior faculty member, in order to offer the students an opportunity to respond to the entire preservice curriculum, and more specifically, their experiences in student teaching. It was the overwhelming reaction of the student teachers semester after semester that the area in which they were least prepared was in the area of classroom management; they felt least effective in dealing with inappropriate classroom behavior, causing much frustration and stress, often leading to their own sense of "Is this what I really want to do with my life?". This had been shared with the writer by colleagues and

student teachers alike continuously, semester after semester. This problem was acknowledged and of concern to other supervising faculty members of the university, and was an issue often addressed at faculty meetings. However, a review of the university catalog documented that no course in classroom management was offered in the undergraduate division of the Department of Education, and solutions to this problem were not forthcoming within the bureaucratic framework of the university.

Causative Analysis

Several researchers have found a linkage between student teacher failure and their inability to deal with classroom management problems by surveying the cooperating teachers and university supervisors of student teachers. Rickman and Hollowell (1981) conducted such a survey in order to find out how they might improve their student teaching program at the University of Arizona. Improvement was aimed at decreasing student teacher failure, defined by them to include "...dropping out of the program, receiving a negative placement file recommendation, the need for extensive references and counseling, or receiving a grade of failure in student teaching" (p. 176). Ninety percent of the cooperating teachers and university supervisors reported that student teachers' problems with classroom management and discipline is the primary factor in failure. Responses varied from "My student teacher was too inconsistent -- some days strict, other days, lenient and relaxed", to the student teacher's "...inability to see classroom management as a positive idea, one that contributes to maintaining control over all

learning". Yet another response summed up many of the difficulties: "The student teachers tend to see discipline in either/or terms; they often see it as a negative concept which is to be avoided. ...They see only two roads: the traditional teacher-dominated classroom or the freewheeling, laissez-faire classroom. There's no middle ground" (p. 177).

Research has established the relationship of successful classroom management to the teacher's ability to maximize the time students spend actively engaged in worthwhile academic activities (on-task behavior), and to minimize the time spent in misconduct (off-task behavior). Effective classroom management implies cooperation between students and teachers in minimizing off-task behavior, while at the same time utilizing intervention techniques which minimize misconduct and maximize on-task behavior (Brophy, 1987).

The reasons for the apparent unpreparedness of student teachers in the domain of classroom management is related to time and money. The subject is ignored in most methods courses because of a lack of time; instead, time is spent on curriculum theory and development, as reflected in the university catalog. Secondly, state monies are needed to implement another course focusing solely on classroom management, and with cutbacks in education on both the federal and state level, this was neither a possibility or probability at the time. Instead, student teachers relied solely upon their directing teachers for strategies in classroom management, and this was often not a positive solution, as evidenced by the continuation of the classroom behavior problems.

Relationship of the Problem to the Literature

The Problem Documented

A review of the literature documented the lack of teacher preparation in the area of classroom management; in fact, very few colleges have courses that cover specific classroom management issues and methods.

B. Clapp (1989), associate editor of "Instructor" magazine, found in her discipline survey that only 7.9% of the 1,388 teachers who responded took an undergraduate course that dealt exclusively with the issues of classroom management. More than 82.6% reported that their university did not even offer such a course on the undergraduate level, while 97% stated a crucial need for such a course. One respondent was emphatic in stating, "Colleges need to teach this! Surely this can't be some isolated 'talent' one is born with" (p. 33). A letter to Ann Landers from an elementary classroom teacher adds credence to this problem:

> I took 42 credit hours after my B.A. degree to be certified in elementary education. I had exactly one day of instruction on classroom discipline. I love teaching but get disgusted when I see talent being wasted because no one prepared the teacher for the classroom (Nighswander, 1981, p. 65).

Purcell and Seiferth (1982), in their tri-state survey, measured the perceptions of student teachers regarding problems encountered during their student teaching experience as well as their perceptions of the adequacy of their college coursework to meet these problems successfully. The study, involving 153 student teachers from five

universities, documented that dealing with student discipline problems was the major concern, one for which they were minimally prepared. Cheser, McDaniel and Cheser (1982) are in agreement with these aforementioned researchers: "It is probably safe to say that few undergraduates go into student teaching with a well-developed philosophy of discipline or with an appreciation of discipline styles" (p. 5). Most often the student teacher is undertrained or is disillusioned, not being taught how it is in the real world of teaching (Farber, 1984). It became apparent that while students in a preservice education curriculum are taught how to teach, they receive little or no formal training in discipline, and this lack of preparation rendered them ineffective in dealing with the disruptions that occur daily in their classrooms.

This growing frustration with disruptive behavior is a problem not limited to preservice teacher education. The problem does not diminish once student teachers graduate and enter into the profession. The Gallup Poll reveals that discipline problems are the public's major school concern. Discipline is listed as the number one problem by 27% of the respondents as compared to 6% for busing and 11% for poor curriculum (Gallup, 1982). Respondents identified discipline as "...the number-one problem confronting the public schools in every year but one since 1969" (Nighswander, 1981, p. 1). B. Clapp (1989) found that 69% of the 1,388 surveyed cited discipline as the most crucial of the ten educational issues today, an increase of almost 50% during the past ten years (p. 32).

The Evidence Documented

Although numerous educators have attempted to specifically define "effective teaching", there seems to be little agreement. It is widely accepted, however, that "effective teaching" implies that a teacher "control the students and their learning environment, regardless of the curriculum or methods used" (Hunt & Bedwell, 1982, p. 11). In other words, without effective discipline, there is no effective teaching (Preece, 1987). The inability to develop and maintain discipline in the elementary school classroom impacts upon the entire school personnel, and often is responsible for stress among the teachers and student teachers, and low academic achievement among the elementary school students.

Many studies indicate that student behavior problems are key contributors to teacher stress and burnout. A plethora of literature focuses on the amount of stress and burnout in the teaching profession, as well as its causes. Raschke, Dedrick, Stratke, and Hawkes (1985), in their study of 230 elementary school teachers, report that student disruption is the second most stressful component in elementary teaching (lack of time is the first). Feitler and Toklar (1984) agree, reporting that 58% of the teachers interviewed list student misbehavior as the leading cause of job stress. Research findings show that many teachers are now having to be treated for the same disturbances that soldiers in combat are likely to experience, and "...teachers are increasingly experiencing such stress-produced problems as high blood pressure, peptic ulcers, sleep disturbances, family crises, eating disturbances, and displacement phobias (Halpin et al., 1985, p 136).

In its 1983 Nationwide Teacher Opinion Poll, the National Education Association reported that:

> Nearly one-half of all respondents (45%) report that student misbehavior interferes with their teaching to either a great (15%) or (30%) extent. Another 46% report that student misbehavior interferes to a small extent with their teaching: 9% report no interference from student misbehavior (Duke & Jones, 1984, p. 25).

The stress created by ineffective classroom management often leads to burnout and failure in the teaching profession. Abernathy, Manera and Wright (1985), in their study of the stress factors in student teaching, found that classroom discipline is perceived as the greatest stress-producing factor in their preservice experience. The National Education Association, in its yearly survey, has documented that teachers are leaving the profession at increasing rates; in fact, only fourteen percent of teachers have been in the profession for twenty years or more. This percentage is less than half that of fifteen years ago, and two-thirds of teachers presently teaching admit that they regret this profession choice, primarily due to "negative student attitudes and discipline" (Wolfgang & Glickman, 1980, p. 3).

Students often suffer the most from poor discipline. Nighswander (1981) states:

> The biggest waste is the loss of learning that occurs whenever the teacher's attention is diverted from instruction to classroom management activities. In some schools the amount of time devoted to maintaining control equals or exceeds that of instructional time. The lost educational opportunities can never be recovered (p. 4).

Off-task student behavior is reported to be one of the most critical teacher controlled variables for academic achievement. Englander (1986,

p vii) reports that evidence from classroom observations shows that over 10% of the variance in school achievement can be directly correlated to learning time in the classroom. Curwin and Mendler (1984) estimate that student off-task behavior results in an average loss of 15-25% of instructional time. Kearney (1987) concurs, stating that students' time spent on-task is the best predictor of learning.

Ultimately, the entire society, its microsystems, mesosystems, exosystems and macrosystems lose because of poor discipline and ineffective classroom management in the schools.

Causes as Related to the Literature

Issues of classroom management do not follow a cyclical pattern in the emergence and re-emergence of causative theories related to behavior. A comparison of the language in the plethora of literature exemplifies this very problem; although there is a continuous growth of professional insight, theories seem to come and go, linking the domains of developmental and educational psychology and sociology with classroom management.

The literature documents many reasons for disruptive behavior in the classroom. P. George (1980), an associate professor of education at a large state university, states that there is a direct link between appropriate behavior and one's moral development, based upon the developmental psychology of Lawrence Kohlberg. Kohlberg (1984) proposes that moral development shifts from a morality of consequences to a morality of intentions, with the learner moving through each stage in an unvaried and systematic manner. While each stage in the hierarchy is

qualitatively different, each stage is more comprehensive and complex than its prior stage in terms of cognitive maturity. Although the concern with moral development is not new, George (Ibid) hypothesizes that teachers' expectations in a classroom are often unrealistic, and their inappropriate treatment of the unacceptable behavior often results in the continuation of such behavior.

Wolfgang and Glickman (1980, p. 4) look at this issue in a sociological manner; although "heterogeneity is a healthy trend", the mixture of mobile families, heterogeneity of cultures, and mainstreaming of children with special needs, contribute to behavioral conflicts in the classroom. McMillain (1981) also attributes the frustrations of students' cultural differences as being the underlying cause of discipline problems in school. B. Clapp (1989, p. 32) agrees that classroom discipline problems are the "offspring of larger social concerns". Recent statistics have suggested that between 35 and 50% of all school-age children will experience significant shifts in the family constellation before they complete school (Curwin & Mendler, 1988). The breakdown of the American family results in a lack of parental support and guidance, causes poor self-esteem, which ultimately results in discipline problems, at home as well as in other social institutions. The most overwhelming finding of the 1980 study of Barr-Johnson involving 461 teachers was that parent and family attitudes were felt to be the primary contributor to classroom behavior problems. Students who lack self-control become adults who lack responsibility toward others; people who are not responsible adults seldom develop into contributing members of society (Nighswander, 1981). Louis Rath (1966) further defines the causative nature in terms of society, viewing classroom management difficulties to

a lack of values in children, thereby creating a "values vacuum" (p. 4). This theory is further documented by P. DeJames (1982), when she states: "It appears that society is in a constant state of flux with continual emerging sets of morals values, goals, etc. Consequently, the student is faced with numerous intrinsic and extrinsic pressures in the home and school environment" (p. 420).

R. Dreikurs (1972) and other social theorists believe that all behavior is goal-oriented, and that the goals that subconsciously motivate misbehavior are the need for attention, power and control, revenge or helplessness. These goals form a hierarchy, reflecting the degree of discouragement a student feels at any time. Attention-getting behavior results from the student's need to belong, and instead of receiving such recognition through productive work, the student will resort to behaviors that demand incessant praise or criticism. The need for power and control is apparent most often in the student who feels inadequate and inferior; the misbehavior is the child's remedy for this perception. Revenge is a goal for the student who feels hurt by others, and compensates through retribution. The goal of helplessness is reflective in the student who feels uncared for and not wanted, displaying feelings of inadequacy. These power struggles between students and adults are often considered to be the cause of classroom discipline problems, and the responses of the teacher often serve to escalate rather than diffuse such conflicts (Tauber, 1981). DeJames (1982) details this theory further, suggesting that student often misbehave because the teacher fails to give them adequate attention, encouragement and praise for their constructive efforts.

Yet another theory focuses on the role of the teacher and the classroom environment in enhancing inappropriate behavior. Most discipline problems are reflective of poor classroom organization (Emmer, 1984). Arlin (1979), in his experiments with fifty student teachers, confirmed his belief that "...transitions disrupt time flow and that disruptive pupil behaviors increase during unstructured transitions". For purposes of his studies, he defined transition as "a teacher-initiated directive to students to end one activity and to start another", and "...are part of a teacher's overall activity management and time-management techniques (p. 42). He further concluded that the off-task behavior occurring during transition times is almost twice that of regular classroom time, and they occur most often in classrooms of beginning or student teachers (p. 55).

The component that is often missing in classrooms where much misbehavior occurs is thought to be an internal locus of control. Halpin, Harris, and Halpin (1985) state that teachers who feel in control of classroom behavior, who possess an "internal locus of control", whereby believing themselves to be influential and able to take necessary steps to reach educational goals, are more effective in dealing with classroom behavior. Conversely, teachers with an external locus of control do not perceive the value of their own efforts, and therefore are not successful in impacting upon a student's behavior. Their study reinforced the philosophy that those teachers experiencing the most stress were those who felt incapable of controlling their classroom environment, thus exhibiting an external locus of control. This focus on locus of control and successful teaching was also apparent in the research of Sadowski, Blackwell, and Willard (1985), whereby student teachers with an internal

locus of control appeared to have more influence on student behavior than those possessing an external locus of control. They proceeded to suggest that greater internality can be achieved by learning techniques that focus on teacher's influence or student behaviors. This control of the learning environment is often considered the determining factor in distinguishing who drops out of the profession after discovering how unpleasant teaching is when student behavior cannot be controlled (Hunt & Bedwell, 1982).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goals

The writer detailed several goals for this practicum. A major goal was to make an impact on the lives of children of elementary-school age by enhancing their academic achievement. By increasing their learning time in the classroom, and decreasing their off-task behavior in an effective and positive way, the writer hoped to contribute to their academic success.

A second goal of this practicum related to the student teachers. As they became more competent and confident in the area of classroom management, they would experience less stress in their student teaching experience, thus making their total student teaching experience more positive.

The last goal of the writer was to share and disseminate this information with colleagues in the university, encouraging them to integrate this module into their future student teacher supervision. A related long-term goal was to encourage university faculty to develop and incorporate a classroom management course into the undergraduate division of the university's Department of Education.

Objectives

Specific behavioral objectives were multivaried and measurable, directly relating to the generic competencies as stated by the state in which this practicum took place, as reflected in the university's Student Teaching Handbook 1990-91:

1. The student teachers will always effectively organize the classroom environment so that it meets the needs of the students and at the same time prevents behavior problems.
2. The student teachers will demonstrate the implementation of an effective management system (including classroom rules and routines) which involve the input of the elementary students.
3. The student teachers will demonstrate the use of both verbal and non-verbal positive reinforcement.
4. The student teachers will demonstrate effective and appropriate techniques and strategies when desisting inappropriate classroom behavior.
5. On-task classroom behavior will increase by at least 50%, while off-task behavior will decrease by 50% in 80% of the student teachers' classrooms.
6. The student teachers will experience a more positive and democratic attitude toward classroom behavior.

The writer hoped to accomplish the task of increasing the awareness level of student teachers in the area of classroom management, to help them better understand the causative nature of unacceptable behavior, and to offer them a variety of skills to deal most effectively with such problems.

Once a student teacher was able to identify and understand the possible reasons for a child's inappropriate and/or unusual behavior, then that student teacher exhibited a change in attitude toward that behavior, and was able to effect positive change by implementing an effective classroom management system that encouraged positive student

behavior. The student teachers were able to desist misbehavior when it occurred without attacking the self-esteem of the children.

Through the use a wide array of skills in classroom management techniques, the student teachers reduced the off-task teaching/learning time in the classroom on a daily basis, thus maximizing the use of class time for learning. As student teachers received training in the area of classroom management, they developed the abilities and skills needed to effect positive change in their elementary school classrooms, while at the same time making the student teaching experience a more positive and enriching one with a decrease in stress and frustration. Concurrently, the lives of many children were improved as their needs were met, their on-task learning increased, and their self-esteem was strengthened.

Evaluation Instruments and Anticipated Outcomes

Pre-assessment Instruments

The attitudes, experience and knowledge base of the participants were measured prior to the first workshop, during the first two weeks of implementation. The writer conducted semi-structured oral interviews on an individual basis, asking in-depth questions of each student teacher. These interviews were aimed at establishing effective communication between the two parties, as well as to motivate the student teachers so that they would be willing to fully participate in this program design. Open-ended questions (e.g., "What classroom behaviors of your students infringe upon your teaching and their learning?") were utilized to spur

interest in the topic of classroom management, as the writer "set the stage" for this teaching module. Responses to such questions were recorded in the writer's daily log.

Also, each student teacher was given a pre-assessment questionnaire (Appendix A) that took approximately fifteen minutes for completion. The objective questions were tallied (e.g., "Seventeen of the eighteen student teachers said they had no prior course; all of the student teachers believed they did not have adequate skills to deal with discipline problems, excessive talking was of great concern to 85% of the respondents"). The individual amounts of teaching time and the percentages of daily class time lost were averaged to obtain an analysis of the preassessment data. The attitudes of student teachers toward specific classroom behaviors were also measured during the beginning weeks of implementation through a multiple-choice questionnaire (Appendix B). The responses were analyzed to determine how democratic and positive the student teachers view classroom behavior ("A" answers to questions 1-9 reflect an inflexible and autocratic attitude).

Post-assessment Instruments

The fundamental purpose of supervision is to foster and accelerate the growth of those who are supervised (Long, Frye & Long, 1989). The observations of the supervisor on a regular and systematic basis provided the student teacher with individual guidance and direction, and through conferencing, the student teacher analyzed her own growth and understanding of the relationship between theory and practice. The conference became the testing ground in which the student teachers

organized and assimilated the knowledge base presented during the workshops. During the course of implementation, the relationship between each student teacher and writer became paramount.

Several measurements were used to assess the gains of the participants, combining both an oral and written approach to evaluation. All of the written assessment tools utilized during observations (Appendices C, D, E and F) were developed by the university's clinical supervision team, of which the writer was an integral part. During the classroom visits, the writer observed the awareness and sensitivity of the student teachers toward the students in their classrooms, noticing any possible behaviors that impeded teaching/learning time. Off-task behaviors were tallied and recorded in the writer's daily log on a weekly basis. It was anticipated that the amounts of tallied off-task behaviors would decrease as the weeks of implementation progressed. The writer also recorded formal observations on the University Intern II Observation Form (Appendix C) three times during the semester; improvement became obvious as the semester progressed. Concurrently, informal semi-structured interviews took place, whereby the writer asked the participants to respond to specific questions (e.g.; "Do you look upon any specific classroom behaviors differently since we have begun this module?"). The writer kept a daily log in which observations of and conversations with all student teachers were recorded, thus allowing for an informal assessment of the expected weekly gains. The depth of the student teachers' questions during the workshops were also indicative of the student teachers' growing interest and understanding of the subject matter.

Twice during the semester, the directing teachers were asked to respond to the Directing Teacher Evaluation Form (Appendix D), which was provided to all supervisors by the University's Department of Education.

During the final weeks of this module, the writer utilized several assessment tools. Firstly, a written post-assessment questionnaire was administered to measure quantitative knowledge (Appendix H).. This included both open-ended and multiple-choice questions, designed to measure the gain in one's knowledge base, utilizing specific information that was presented during the training program. It was expected that the students would achieve a minimum of 80% accuracy on this written questionnaire regarding questions 4-11. Reflective of the answers to question # 2, it was expected that the student teachers would experience a 50% decrease in the percentage mean of the loss of their teaching time, as this answer was compared to question # 7 on the pre-assessment questionnaire (Appendix A). All of the student teachers who responded "No" to question # 8 on the preassessment questionnaire (Appendix A) responded "Yes" on question # 3 of the post-assessment questionnaire (Appendix H).

Another part of this post-assessment focused on the student teacher's internalization and utilization of the new skills and knowledge. This oral post-test, in the form of role playing simulations, was presented by the instructor (Appendix I); the participants were encouraged to formulate, project and defend their own solutions to each of the behavior problems. In this way, the skills were reinforced and at the same time, the writer was able to further assess the internalization of the material.

Although student teacher' attitudes toward specific behaviors became apparent to the writer during the above role playing, the attitude survey was readministered as the third assessment technique, providing concrete responses and reactions to specific classroom behaviors (Appendix B). The writer was then be able to compare the responses of the surveys before and after the implementation.

Another post-assessment tool included a five-point written rating scale which was utilized to evaluate this module and the student teachers' individual perceptions of their ability to utilize many new skills (Appendix G). It was expected that the categories of "outstanding" and " good" would predominate.

Once the first implementation of this practicum was completed during the Fall semester , the writer assessed all of the available data, which demonstrated that this teaching module had a positive effect on all of the participants. Based upon a detailed analysis of the data, the practicum's inherent strengths and weaknesses became apparent. The writer then made some minor changes that were deemed necessary before implementation of the program took place again the following semester with a new group of student teachers.

Summary of Evaluation Instruments as Related to Objectives

Objective 1:

The student teachers effectively organized the classroom environment so that it met the needs of the students and at the same time prevented behavior problems.

Instrument	Outcome
University Final Evaluation Form (Appendix F, Section II A)	97% of the student teachers achieved a mean rating between "1" and "2" on the final evaluation.
University Observation Form (Appendix C, Section I A, Item 6)	Of the students who initially had a mean score of less than 3.0, 100% increased their mean score by at least 1.0. Of those who initially had a mean score of 3.0 or greater, 100% increased their mean score by .5.
Directing Teacher Evaluation Form (Appendix D, Items 1 and 2)	Of the students who initially had a mean score of less than 3.0, 94% increased their mean score by at least 1.0. Of the students who initially had a mean score of 3.0 or greater, 97% increased their mean score by .5.

Objective 2: The student teachers demonstrated the implementation of an effective management system (including classroom rules and routines) which involved the input of the elementary students.

Instrument	Outcome
University Final Evaluation Form student (Appendix F, Section II B, rating Items 1 and 2)	Ninety-seven percent of the teachers achieved a mean between "1" and "2" on the final evaluation.

University Observation Form (Appendix C, Section II A, Items 1 and 2)	Of the students who initially had a mean score of less than 3.0, 100% increased their mean score by at least 1.0. Of those who initially had a mean score of 3.0 or greater, 100% increased their mean score by .5.
Directing Teacher Evaluation Form (Appendix D, Items 16 and 23)	Of the students who initially had a mean score of less than 3.0, 94% increased their mean score by at least 1.0. Of the students who initially had a mean score of 3.0 or greater, 97% increased their mean score by .5.

Objective 3: The student teachers demonstrated the use of both verbal and non-verbal positive reinforcement.

Instrument	Outcome
University Final Evaluation Form (Appendix F, Section II B, Item 5; Section II C, Items 1, 3, 4, and 6.	Ninety-four percent of the student teachers achieved a mean rating between "1" and "2" on the final evaluation.
University Observation Form (Appendix C, Section II A, Items 5 and 6; Section II B, Item 3)	Of the students who initially had a mean score of less than 3.0, 97% increased their mean score by at least 1.0. Of those who initially had a mean score of 3.0 or greater, 100%

	increased their mean score by .5.
Directing Teacher Evaluation Form (Appendix D, Item 7)	Of the students who initially had a mean score of less than 3.0, 100% increased their mean score by at least 1.0. Of the students who initially had a mean score of 3.0 or greater, 100%increased their mean score by .5.

Objective 4: The student teachers demonstrated effective and appropriate techniques and strategies when desisting inappropriate behavior.

Instrument	Outcome
University Final Evaluation Form (Appendix F, Section II B, Items 4 and 6)	Ninety-four percent of the student teachers achieved a mean rating between "1" and "2" on the final evaluation.
University Observation Form (Appendix C, Section II A, Item 5)	Of the students who initially had a mean score of less than 3.0, 97% increased their score by at least 1.0. Of those who initially had a mean score of 3.0 or greater, 100 % increased their mean score by .5.
Directing Teacher Evaluation Form (Appendix D, Items 16 and 18)	Of the students who initially had a mean score of less than 3.0, 94% increased their mean score by at least 1.0. Of the students who initially had a

	mean score of 3.0 or greater, 100% increased their mean score by .5.

Objective 5: On-task classroom behavior increased by at least 75%, while off-task behavior decreased by 90% in 94% of the student teachers' classrooms.

Instrument	Outcome
Daily Log	As the writer visited each classroom weekly, less time in off-task behavior was tallied as the weeks progressed.

Objective 6: The student teachers experienced a more positive and democratic attitude toward classroom behavior.

Instrument	Outcome
Attitude Survey (Appendix B)	This survey was administered twice during the semester, at the beginning and at the end. Eighty-eight percent of the students demonstrated a more positive and democratic view toward the described behaviors ("A" answers in questions 1-9 decreased by 88%).

Once all the data was collected and analyzed for each of the two implementation periods, the writerpresented the data in charts and

tables, comparing the student teachers' attitudes, performance and skills before and subsequent to the instruction in classroom management. The analysis utilized several measures, including percentages and mean scores.

CHAPTER IV

SOLUTION STRATEGY

Review of the Literature

When Training Should Occur

The problem of preservice teachers lacking skills in the domain of classroom management is not new; it has been the topic of much research and review during the past several decades. Research shows that although most teachers turn to colleagues, in-service workshops, administrators, and resource personnel for support and guidance in dealing with discipline problems, teachers who have taken behavior management courses are more effective classroom managers (Barr-Johnson & Hiett, 1980).

Training in the area of classroom management can be provided at various times; in preservice, before staff begins work in a teaching situation, or as part of inservice or continuing education programs. Many studies have documented the need to include classroom management curriculum in a preservice program. Viewing discipline as an educational problem must occur if teachers are to handle the inappropriate classroom behavior confronting them daily, and it is the responsibility of the university to offer a variety of courses at the undergraduate level to

meet this need (Perry & Taylor, 1982). Cheser et al. (1982) suggest that while experienced teachers can develop new and more positive disciplinary styles, it is incumbent upon the universities:

> ... to assess undergraduate perceptions of discipline as a first step toward building competencies and values related to effective management of classroom discipline They should provide adequate preparation for student teachers in the area of classroom management, so that they may concentrate on teaching their students content material rather than spending valuable time controlling student behavior (p. 5).

Seiferth and Purcell (1979) and Abernathy et al. (1985) agree that the best time to integrate a curriculum on classroom management is during the student teaching experience.

> These findings signal the need for personnel in teacher training institutions to become more aware of the problems perceived as major by student teachers. Professors of education need to address themselves to providing additional information to neophyte teachers to the actual problems encountered during student teaching (Seiferth & Purcell, 1979, p. 7).

Whenever the instruction is provided, it is recommended that it extend over a period of time to allow for the gradual development and utilization of skills (Nighswander, 1981). Perry and Taylor (1982) concur, recommending that a teacher education program be extended over a five year training program.

Program Design

There is a plethora of literature that researches the format design for a course in classroom management that would enable student teachers to become better classroom managers.

Many educators and psychologists have developed their own models, and firmly believe that their single-model system is adequate and detailed enough that it can be applied to any situation in the classroom (Canter, 1976; Dreikurs & Grey, 1980; Glasser, 1977; Gordon, 1974).

However, other researchers theorize that preservice teachers be exposed to the theory and undergirding principles of various psychological or philosophical orientations in a survey mode, thus enabling them to assimilate classroom management skills to meet their own individual needs. They believe that in order for teachers to react appropriately toward children's inappropriate behavior, an understanding of various behavior models must first occur. Wolfgang and Glickman (1980) believe that this approach will permit a teacher a greater working knowledge of alternative approaches to classroom management. Rather than simply providing the future educators with a "bag of tricks", they need a selection of viable alternatives, which they are encouraged to explore and examine, as well as the freedom to try them out and ultimately choose those that fit their unique style and needs ((Taffee, 1980).

Cheser (1982) also recommends that instruction in classroom management avoid the single-model approach; instead, multi-model or eclectic strategies and perspectives can provide a broad repertoire that allow teachers an opportunity to match strategies to their own personal discipline styles. Through their own research, Glickman and Tamashiro (1980) documented that preservice teachers' attitudes toward teaching differ according to the models of discipline used. It is therefore suggested that a course focus on knowledge and skills of various

approaches to discipline, whereby students are encouraged to reflect on a repertoire of strategies, evaluate their own attempts at applying their new skills in the classroom, and develop and synthesize their own philosophy at the end of the semester (Cheser, McDaniel & Cheser, 1982). Rickman and Hollowell (1981) concur that discipline must be dealt explicitly and with variation, stating:

> ... a variety of strategies from the teacher's paralyzing stare to the use of group pressure to the use of corporal punishment should be discussed in university methods classes. Moreover, student teachers can be trained to see management as a positive idea, one that creates an atmosphere so that teaching and learning can occur (p. 177).

Brophy (1987) agrees that a teacher education program must equip the students so that they may select their own models from a repertoire of concepts and strategies, from which they may adapt or invent additional personal strategies as needed. It is the responsibility of the instructor to offer an "approved list" of compatible teaching methods that might be used, depending on an assessment of one's own abilities and the effectiveness within particular settings (Zahorik, 1988). B. Joyce (1988), of the University of Chicago, concurs:

> ... one way to link educational theory and research to practice in preservice applications was to attempt to teach teacher candidates a variety of teaching strategies or models of teaching derived from lines of theoretical and empirical inquiry in psychology and education (p. 34).

Once several models are offered to the student teachers, then the prospective teachers can conduct a self-analysis to determine the approach best suited to their personality. It is then that a teacher preparation program has the greatest potential for producing teachers

who can successfully manage the classroom when it provides those future teachers with a variety of techniques for dealing with behavior problems (Basualdo, 1980). Regardless of the models presented, any teacher training program should emphasize competency-based discipline skills, while emphasizing the relationship of theory and practice (McDaniel, 1984).

Methods of Training

The method of training is an integral part of any systematic instruction in classroom management. Because adults are active learners, it is necessary to utilize several different teaching modes, including a variety of activities for the participants (Jones, 1986).

Many researchers believe that classroom management needs to be taught as an action system in a preservice program, which should include an overview of the principles of effective management (propositional knowledge), the decision-making process of when to implement (conditional knowledge), and procedural knowledge of how to implement these principles (Brophy, 1987). Brophy further suggests that the development of these skills should occur in an apprenticeship approach, through modeling, coaching, and didactic instruction.

An important element in any preservice student teaching experience is the supervision. The university supervisor, along with the cooperating teacher, have a strong influence on the student teacher's growth and success. According to Zahorik (1988), the duties of the university supervisor include "...setting goals and expectations, phasing the student teacher into the classroom setting, providing constructive

criticism and evaluation, serving as a personal confidant, and dealing with the principal" (p. 9).

The role of the supervisor in the internship program is quite clear:

> ...to guide the student in developing the pedagogical knowledge, skills and self-evaluative posture of a professional teacher ... Conferencing is perhaps the most critical component of intern supervision...to discuss interns' teaching behaviors, identifying strengths and weaknesses, and formulating alternative strategies to improve teaching performance (O'Shea et al, 1988, pp. 17-21).

B. Joyce (1988) and colleagues developed a four-component system that best addresses the needs of student teachers. It includes an examination of various models (from three to six) through readings, lectures and discussions, followed by twenty to thirty demonstrations per teaching strategy. Practice then takes place in a simulated classroom; videotaping is utilized to provide the necessary feedback.

There is an obvious lack of consensus concerning how to best train teachers to be effective classroom managers. Regardless of the various theories and models, all seem to agree, however, that the complexities involved in managing classrooms requires thorough planning and preparation.

Curriculum of Training Program

The structuring of a module in classroom management is suggested by E. Emmer (1984), whereby classroom management is viewed as the result of three phases of activity: In the pre-active stage, teachers form expectations for student behavior, plan rules and routines, and prepare the classroom setting. In the second phase, teachers communicate these

expectations and routines to the students. These two initial stages focus on the reduction of behavior problems through preventive strategies. These include the planning and structuring of the classroom so that opportunities for unacceptable behavior are minimized. The third and final phase involves the direct intervention of the teacher; the classroom system is maintained through the monitoring and handling of behavior problems.

Phase One: Structuring the Environment.

The physical environment of the classroom has great impact upon the behavior of the students. E. Emmer (1984) suggests that the room be organized in a way that permits the teacher to observe elementary school students easily, which includes arranging furniture so that the teacher can easily move about the room to monitor individual students. Brophy (1987) adds that the seating plan and materials must reflect organization as well traffic patterns must facilitate movement, and minimize crowding.

Evertson et al. (1984) sums up the four keys to good room arrangement:

1. Keep high traffic areas free of congestion
2. Be sure students can easily be seen by the teacher
3. Keep frequently used teaching materials and student supplies readily accessible.
4. Be certain students can easily see instructional presentations and displays (p. 4-5).

Purkey and Strahan (1986) suggest that by providing an inviting school environment, the teacher acknowledges that students are partners in the educational process, which in turn structures a cooperative environment..

Phase Two: Prevention

The way in which teachers structure the beginning of the school year has consequences for classroom management for the duration of the year; it is easier to prevent classroom management problems than to effectively deal with them once they occur (Evertson et al., 1984; Lemlech, 1988). Shipley (1972) details the specific preventive procedures that are recommended to avoid classroom disruption:

1. provide work so every pupil has something purposeful
2. expect that every student work at his/her assigned seat or station
3. have meaningful extra work for those who finish assignments ahead of time
4. make sure you provide the best physical conditions
5. stop pupils from teasing others
6. provide a good curriculum and a variety of methods of instruction
7. relate classroom materials to students' lives outside the classroom

Most researchers agree that it is imperative that the teacher be clear about what behaviors are and are not acceptable or appropriate in one's classroom. A teacher must clarify what is acceptable or unacceptable behavior in the classroom by identifying and delineating one's personal beliefs, attitudes, and feelings about discipline, and shape them into a system of responses which are consistent with his or her personal teaching style (Taffee, 1980; Tauber, 1981; Gordon, 1974). A major management task is to teach the children the rules and procedures of the classroom; in effect, the teacher socializes the children into the setting. This process is rather detailed, personal and reflective of individual values:

> Identifying expectations for behavior is not simply a matter of listing a set of rules for students. Instead, it involves a process of conceptualizing the nature of activities that will occur in the classroom and identifying how students should behave in these activities in order for a smoothly functioning class to occur (Emmer, 1984, p. 7).

During this initial phase, it is further suggested that preservice teachers develop definitions of inappropriate behavior and develop the skills necessary to respond quickly and consistently to such behavior. Emmer and Evertson (1981) found that "more successful managers monitored student behavior extensively. They ignored disruptive behavior less, and they used their rules and procedures more frequently" (p. 14). Many factors are involved in deciding whether a behavior is acceptable or not. Its acceptability is reliant upon who is exhibiting the behavior, the timing of the behavior, and the act itself (Doyle, 1980). Doyle also emphasizes that preservice teachers must begin to acquire the skills needed to identify inappropriate behavior and to decide when and how to respond.

The establishment of rules and routines are tantamount to the success of any management system. Defined as "...stated expectations regarding behaviors" (Evertson et al., 1989), they serve to simplify the complexities of life in the classroom for both teachers and students by imposing structures that make events more predictable (Brophy, 1987). Emmer and Evertson (1981) believe that preservice teachers should be able to develop and implement a workable set of rules, and that the most effective classroom managers have clearly defined rules.

> The more effective teachers typically had expectations about call outs, movement about the room, talk among students, hand-raising and the like, which they translated into procedures to manage

> these behaviors. ...Some teachers simply did not have rules or procedures to cope with this class of behaviors. Other teachers who had rules or stated procedures...did not always present them clearly or enforce them (p. 138).

Generating effective rules must be a planned and thorough process. Madsen and Madsen (1974) provide suggestions for rule setting: involve students in the process, keep rules short and positive, and periodically review the rules. They further suggest that rules are most effective when reinforced with praise and minor acts are ignored.

Researchers agree that rules aim to teach appropriate behavior, and therefore they must be stated or taught so that they are understood by all involved, and they must be enforceable (Lasley, 1981). Evertson et al. (1984) outline three aspects of this teaching process:

> 1. Describe and demonstrate the desired behavior, being as specific as possible.
> 2. Rehearsal implies practicing the behaviors, enabling the children to learn the appropriate behaviors and allowing the teacher an opportunity to determine if the children understand the procedure.
> 3. Feedback permits the teacher an opportunity to let the students know how they are doing with following the procedures or rules. This positive and specific reinforcement encourages consistency and continuation, while at the same time, it allows the teacher to correct any errors or misunderstandings (p. 70).

One of the most difficult times in managing students' behavior is during transitions. M. Arlin (1979) addresses this issue by first defining transition: "a teacher-initiated directive to students to end one activity and to start another" (p. 42). The author continues to address how typically the disruption of time flow encourages inappropriate behavior; in fact, his studies show that "off-task behavior during transition time was almost twice that of regular classroom time" (p. 55). It is therefore

imperative for transition times to be structured, whereby the teacher lets the pupils know what specific behaviors are expected.

The issue of how one teaches has also been related to student behavior. Bossert (1979) and Bass (1976)) both found a strong correlation between teacher-centered activities such as lecturing and an increase in teacher desists (efforts needed to stop student misbehavior). Bass (1976) further documented that preservice teachers must learn the skills necessary for organizing teacher-paced, small group and multitask instructional activities

Phase Three: Intervention.

The development and implementation of efficient and effective interventions for children who exhibit unacceptable behavior is an important issue. It is an active process involving the monitoring of student behavior, the prompt handling of inappropriate behavior, and a feedback system. It is a difficult process because of limited teacher time and a lack of skills on the part of the teacher (Elliot et al., 1984). These skills are an important part of the teacher variable referred to by Kounin (1974) as "withitness", the desists used toward any inappropriate behavior before it escalates or spreads to other students. This variable was strongly correlated with the degree of on-task behavior and negatively correlated with the amount of deviant behavior (Emmer, 1984, p. 11).

Program Models

Several training models are available through the literature search, and although they may not meet the exclusive needs of the writer, they provide important information and consideration in the creation of one's own solutions. The plethora of behavior management theories related to intervention can be classified into three basic schools of thought, and the philosophical approach of each one is based upon a specific theory of child development. They reflect varying ideas on the handling of inappropriate behavior as well as feedback systems, which include consequences in the form of both rewards and penalties. Cheser, McDaniel and Cheser (1982) suggest a classroom management course that offers the following models: behavior modification, humanistic psychology, Teacher Effectiveness Training, assertive discipline (Canter and Canter) and social psychology (Dreikurs & Cassel).

The Behavior Modification/Authoritarian Approach

Behavior modification is defined as the changing of behavior (increasing or decreasing frequency of occurrence) using a combination (schedule) of reinforcement (positive and/or negative) and /or reinforcement (Madsen, 1974, p. 201). B. F. Skinner (1971), the leader of this behavioristic theory, believes that all human behavior is a result of external conditions, and through the programmed use of reinforcement techniques, observable changes in behavior will occur. He has taken the stimulus-response theory of Pavlov, and applied it to humans, describing this classical conditioning theory as follows:

> An experimental analysis shifts the determination of behavior from autonomous man (free to decide for himself) to the environment -- an environment responsible both for the evolution of species and for the repertoire acquired by each member.... It is the autonomous inner man who is abolished and that is a step forward. (p. 214).

This behaviorist view of human development is also referred to as the Interventionist school of thought (Wolfgang & Glickman, 1980), whereby the child develops according to the conditions of the environment, and a system of reinforcement is the causative factor of any socialized behavior. All human behavior is thus seen as responses to the environmental stimuli; behavior can be shaped and changed into a socially acceptable manner through rewards and punishments. The child is viewed as being incapable of decision making; the teacher therefore becomes the controller of the classroom environment through the use of reinforcers which channel the child into constructive behavior. This theory implies that "...discipline must first be external; it must come from without before it can be from within" (Madsen, 1974, p. 9).

The basic behavior modification approach, originating with Skinner (1971), involves several steps:

1. Identifying the desired behavior,
2. reinforcing the desired behavior immediately as it occurs,
3. arranging responses from the simple to the complex,
4. minimizing the number of undesirable responses to reduce adverse stimulation,
5. rewarding is reserved for responses exhibiting the desired behavior only.
6. accepting the amount of progress dictated by the child, and
7. specifying the terminal objective before the individual begins the trials.

Reinforcers can be classified as either positive or negative. The rewarding of appropriate student behavior with something desirable,

such as free time, praise, smiles, or special privileges are examples of positive reinforcement. These fall into three categories: token reinforcement involves the use of a tangible item, which is exchanged at some time for materials or a reinforcing event, social reinforcement is the use of teacher attention, approval and praise, while primary reinforcement is a tangible item that satisfies a biological need, such as hunger.

The use of positive reinforcers, based upon the psychological principle that if a given behavior is followed by a reinforcer, it increases the tendency to repeat that behavior. The identification and selection of appropriate reinforcers are most often based on the teacher's preference as to what is best and most effective for the students. Regardless of the type of reinforcement used, Martin and Pear (1978) offer a set of procedures for selecting the reinforcement: they should be:

1. readily available
2. presentable immediately following the desired behavior
3. used repeatedly without satiation
4. such that execution is neither time-consuming or disturbing
5. desired by the students and acceptable to the teacher

Long, Frye and Long (1989) suggest the use of tangible reinforcers for a limited time, whereby teachers become the providers of external support until the appropriate behavior is well established. As the students receive the desired reward, they modify and learn the expected behaviors, after which the teacher slowly diminishes the tangible rewards in exchange for social reinforcement, such as praise. Because of their appeal and cost, stamps, stars and happy faces are prevalent in many classroom reinforcement programs. Raschke (1981) suggests that in order that positive reinforcement be most meaningful and relevant to

the students involved, teachers should conduct an inventory questionnaire and let them select their choices. Based on the information provided, the teacher is then able to assess the relative reinforcing values of a variety of stimuli and stimulus situations.

The use of a token economy is recommended by many researchers. The token may be anything that is convenient, countable and tangible; the students earn, save and spend, depending upon how the economy is managed. Students work on behavioral social skills, earn tokens, and exchange them for desired privileges or items. This becomes in essence a trading post, which functions in a variety of ways (Englander, 1986). A display of a variety of items is presented at a prearranged time whereby the students may trade for merchandise or services (such as free time). Built into this system are penalties for repeated disruptive behaviors, which Englander (1986) refers to as "response costs". Several researchers suggest the use of a "group contingency plan", whereby instead of using individual reinforcers, the teacher awards points based on the behavior of a group or whole class (Long, Frye & Long, 1989). This latter model therefore relies heavily on peer pressure.

The system of token economy, although effective, is time-consuming and often distracting. Englander (1986, p. 179) also warns that a reinforcement system often causes a "shift from natural, intrinsic motivation to external token reinforcement". Social reinforcers, such as praise, do not diminish intrinsic motivation. A survey of the 1987 Teachers of the Year confirmed the effectiveness of praise. These teachers overwhelmingly acknowledged their constant and consistent use of this reinforcement. For them, "teacher approval is a daily occurrence in their classrooms" (Long, Frye & Long, 1989, p. 61).

However, in order for praise to be most effective, it must meet specific guidelines (Brophy, 1981): It must be appropriate, varied, honest, show clear attention to specific behavior, and orient students toward better appreciation of their own task-related behavior. Brophy continues to state that teacher praise and approval must be used with the intention to shape students' behavior. The study of Nafpaktitis, Mayer and Butterworth (1985) support the need for praise to be appropriate. They found that a higher rate of appropriate teacher approval was associated with lower rates of student disruptiveness and off-task behaviors. Conversely, higher rates of inappropriate praise were associated with higher rates of disruptive behavior and off-task behaviors.

Contingency contracting is an alternative to such reinforcement. Here the student enters into an agreement with the teacher, and upon completion of the agreement, the student gets rewarded. Homme (1970) offers several rules: The contract payoff should immediately follow contract fulfillment, the contractual tasks should have a high probability of success, the terms must be fair, clear, honest and positive, and contracts should be used systematically.

Negative reinforcers have been the focus of much research over the past several decades. Walker (1983) designed a "response cost" program, a punishment which utilizes a point system. He outlines three conditions that must exist in order for this program to work: the students must fully understand the system (negative behaviors have points or tokens attached), it must be tied to a larger reinforcement system that strengthens appropriate behavior, and there must be immediate feedback in the form of consequences based on the number of points lost.

Brantner and Doherty (1983) utilize the punishment of "time-out", briefly removing the child from the setting. They believe this system works best when managing specific types of behaviors, such as aggression, temper outbursts, and any other noncompliant behavior that might be maintained by others if the child remains in that setting. Self-stimulating behaviors such as daydreaming, and rocking would not be affected by time-out. They also caution the readers that any time-out procedures must fit into the guidelines of school and district policy.

Corporal punishment is one of the most controversial issues debated between and among educators, psychologists, and parents today. James Dobson, a psychologist and former educator, has sold almost one million copies of his book "Dare to Discipline" (1970) in which he advocates the use of such punishment in schools as the only means to rear children effectively: "They should let the teachers and administrators know that they favor reasonable control in the classroom, even if it requires an occasional application of corporal punishment" (p. 107). In some counties and states, corporal punishment is not permitted to be used in schools; yet in others, it is an accepted means of discipline. The state in which this practicum is taking place recently gave individual counties the power to decide upon its use of corporal punishment, and this specific county recently disallowed the continuation of such punishment.

Several studies have looked at the effect of negative punitive teacher reactions upon behavioral change. Kounin and Gump (1986) studied first-grade teachers and 174 students, to analyze the effect of punishment upon ensuing school behavior. Their data shows that the children of punitive teachers were more likely to exhibit aggressive

behavior, were more confused and uncertain about school misbehavior, and showed less concern for learning and other school values. The punitive students were more also more likely to disown involvement, and project blame on others. Their elaborate observations concluded that teacher desist messages, in any form, are equally ineffective in establishing desired student behavior. The reasoning of the nonpunitive students, on the other hand, was at a higher value level as measured by Kohlberg's moral development system (Kohlberg, 1984).

These results are concurrent with the study of Becker, Englemann and Thomas (1975), who monitored the misbehaviors of students in an elementary school classroom. The behaviors included inappropriate noise such as the shuffling of feet, gross motor activity such as getting out of the seat, and chatting with other students. The teacher was instructed to respond to these behaviors in a disapproving and threatening fashion (physical contact, sarcasm, and threats). The increased control more than tripled the amount of misbehavior, increasing from 9 to 31%. Although punishment is a common response to undesirable behavior, the evidence suggests that it is not very effective in changing behavior, and in fact, it often serves to increase the behaviors one desires to extinguish.

In their two-experiment study, Elliott et al. (1984) investigated teachers' ratings of the acceptability of behavioral interventions, evaluating the acceptability of both positive and negative interventions. Based upon their previous research with preservice teachers, they predicted than positive interventions would receive more favorable acceptance than negative ones. Their analysis of the experimental data confirmed this prediction; positive interventions were accepted more readily than negative ones. Also, the teachers collectively rated the least

complex intervention such as praise as the most acceptable treatment for less severe behavior problems such as daydreaming. Positive intervening techniques were also the primary choice for more severe behavior problems (e.g. destroying others' property), but more complex intervention such as token economy was required.

L. and M. Canter's (1976) assertive discipline system is one of the newest models available utilizing the behavioral approach. It involves the systematic application of assertive principles by using reward and punishment through "effective-limit setting". In the Canter model, students are provided with the choice as to whether the limit-setting consequences will occur; "When we provide a student with a choice, we are providing him with the opportunity to learn the natural consequence of his inappropriate actions, and that he is responsible for his actions" (p. 93). The methods of this model employ the planning and structuring of the implementation of follow-through consequences by using a contract, which is defined as "...an agreement between the teacher and child. 'If you do this, in return, I will do this' " (p. 126). This model, according to the authors, emphasizes the recognition and rewarding of student behavior through the power of positive reinforcement.

The Logical Consequences Approach

This theory, also referred to as the Interactionalist model, views the child's development in terms of a constant interaction with the environment. It is only with the implementation of a system of boundaries that a child is socialized. This model is based on the writings of social psychologist Alfred Adler, who believed that the motivating force behind all human behavior is to belong and to be accepted by

others. All behavior, including misbehavior, is thus regarded as being "...orderly, purposeful and directed towards achieving social recognition" (Dreikurs et al., 1971, p. 17). The role of the teacher in a classroom is thus seen as a rule-setter and enforcer, maintaining constant interaction with the student in order to foster mutually accepted behavior. This theoretical view is best described by R. Dreikurs and P. Cassel (1972):

> Conflicts cannot be resolved without shared responsibility, without full participation in decision-making of all the participants in conflict. Democracy does not mean that everybody can do as he pleases. It requires leadership to integrate and to win mutual consent. (p. 71).

This model states all individuals are responsible for their own actions, and each person must bear the consequences for one's own behavior. The teacher's role is that of channeling the child into constructive behavior, using selective reinforcement techniques to extinguish undesirable behavior and encourage the desired behavior. Regardless of the action, the goal is to reach a mutually acceptable solution between the child and teacher, thus named an "Interactionalist view". The role of the teacher is specifically designed to evaluate the cause of the behavior through observation, questionning (covertly and overtly), followed by modeling, reinforcement, in the form of natural/logical consequences, and encouragement. In all cases, consequences should be instructional rather than punitive, and regarded as natural and logical extensions of the rules (Curwin & Mendler, 1984). The four generic consequences that will work for any rule are: reminder, warning (not a threat), developing an action plan for improving behavior and practicing behavior (Curwin & Mendler, 1988). It is further

suggested that the child have choices as to the consequences, fostering compliance rather than defiance.

The Psycho-Dynamic Approach

This model is based upon Freud's psychoanalytical theory of personality development. It focuses on diagnosing the underlying causes of the misbehavior, as well as removing same. The proponents of this approach believe that "removal of the symptoms without alleviation of the cause will result in the substitution of another symptom, perhaps more maladaptive than the first" (Basualdo, 1980, p. 8). Therefore, disruptive behavior can only be altered by identifying and treating the causes of such unwanted behavior, usually through various psychotherapies. Many practitioners of this approach focus "only on incidents involving students who have a consistent pattern of maladaptive behavior because a thorough analysis requires a great deal of time and energy" (Davis, 1974, p. 7)). Swanson and Reinert (1979) advocate the use of role playing to solve classroom problems. They suggest that once the teacher identifies the specific problem, the students in the class role play, which offers "a safe environment in which all group members can play out their individual and group feeling under the supervision of the teacher" (p. 266).

In considering problem behavior, especially that of defiance, this model suggests looking at possible causes. Long, Frye and Long (1989) suggest that the teacher ask oneself the following questions:

> Is the defiance a result of my attempts to create unnecessary conformity? Have the techniques (either positive or negative) I am using generated defiance? Would an alternative approach be

> just as acceptable without creating a similar problem? Have I recognized the rights of students? Are they being treated as I would treat adults? Have any basic privileges that students are entitled to by right being withheld? Are some students being treated more equally than others? (p. 97).

Values Clarification Model

Proponents of the values clarification model believe that children's moral development proceeds in well-defined stages, and many commonplace behavior problems are merely moral dilemmas. They propose that through values clarification, children develop their own values system through a process to develop one's own beliefs and behavior (Rath, 1966). They base their theory on:

> ... prizing one's beliefs an behavior through cherishing and publicly affirming one's behavior when appropriate, choosing freely one's beliefs and behaviors from alternatives after considering their consequences, and acting on one's beliefs with consistency and repetition (Simon et al..., 1979, p.34).

Through a variety of analytical techniques applied to classroom discussions, teachers point out to their students the relationship of their behavior and their belief system, all of which are part of what Rath calls "the process of valuing". Children's behavior is judged not upon one's specific value system, but rather, its consistency.

While the process of decision-making is the key to the values clarification approach, the decision itself is what counts in the philosophy of L. Kohlberg (1984). Based directly on the cognitive theories of Jean Piaget, Kohlberg believes that discussions of moral dilemmas led by a well-trained teacher can bring students to a higher level of moral reasoning as they raise their moral consciousness. This facet of Kohlberg's philosophy was tested by one of his graduate students, who

tried to raise the level of reasoning in his Sunday School class through a debate of dilemmas. At the end of the year, the graduate student reported that his pupils had advanced by an average of one-third of a stage (Sherberg, 1980).

The Socioemotional-Climate/Humanistic Approach

This approach is often referred to as a teacher-student approach, stressing the importance of teacher confidence and trust toward students. (Basualdo, 1980; Nighswander, 1981). This approach has been the focus of several theorists over the past decades.

Maslow (1943) concentrates on the theory that human behaviors are controlled and directed by human needs. He defines needs as internal drives, causing the individual to behave in such a way that they will be satisfied. Once the need is satisfied, the behavior should cease. His needs are in a hierarchy: physiological, safety, love and belonging, self-esteem, and self-actualization. Maslow further postulated that in order for the higher order of needs to be realized, the lower needs must be satisfied. Therefore, any unacceptable classroom behavior is the result of a needs-deficit, and it is the teacher's responsibility to help the child fulfill same. Reinforcement measures are discouraged; instead, this theorist emphasizes communication, democratic processes, and personal interaction in the classroom. It is the responsibility of school personnel to help the child's needs become self-actualized, "offering the opportunity for the child to make choices in terms of how he/she chooses to behave and subsequently accept the consequences of this behavior" (DeJames, 1982, p. 420).

Another proponent of this philosophy is Carl Rogers (1969). Rogers' approach is based upon five hypotheses: the teacher may only facilitate in the learning process, people tend to learn those things that enhance or maintain their own self structure, experiences that would change behavior are often resisted by denial or distortion, the structure and organization of self becomes more rigid when threatened, and behavioral change best occurs when the threat to the learner's self is minimized (pp. 46-47). Rogers believes that the teacher should use these five hypotheses as a reference point, but allow the student the freedom to find one's own corrective measures.

The philosophy of Dr. Thomas Gordon and his Teacher Effectiveness Training is based upon the work of Rogers (1969), whereby a child is considered to be the result of one's own personal and unique experiences. Because of this individuality, no one can make decisions for another. Rogers therefore believes that given empathetic understanding, nonjudgmental warmth and openness, one will become a fully functioning person, capable of making appropriate and rational decisions. Behavior is looked upon causatively; behavioral problems are symptomatic of other underlying feelings, such as anger, fear, resentment, hostility, etc. Gordon (1974) perceives the teacher's role as being a supportive, non-critical facilitator with a total commitment to helping a child reach his or her own decisions. Techniques are offered to deal with various forms of disciplinary problems. Skills involving problem ownership, active listening, I-messages, confrontation and brainstorming are used to facilitate a six-step approach to problem solving. In this way, the child is afforded the opportunity to acquire insight into the disturbing behavior, and how it is affecting others. The responsibility to continue or

terminate the behavior and accept its consequences are left to the child, building a relationship of respect. The role of reinforcement plays a key role in shaping a child's behavior -- rewarding with encouragement and praise, utilizing Gordon's "appreciative I-messages" which serve to ensure the continuation of positive behavior. Gordon, in his belief in fostering a cooperative relationship in the classroom, strongly suggests that rule-setting be a joint activity, that involving the students in this decision-making process, will encourage participation.

Baslow (1980) details a process which includes the teacher and the students selecting realistic rules and consequences, which the teacher then enforces fully. In doing so, the teacher focuses on helping the student to understand how the behavior affects others, as well as reinforcing positive behaviors. Kearney (1987) adds that this perspective advocates the use of supportive, helpful control techniques.

Another proponent of this teacher-student interactive approach is Glasser (1971), who proposes a democratic and humanistic way of dealing with unacceptable behavior, which he refers to as "Reality Therapy". He believes that punishment promotes student anger and rejection, providing the fuel for rebellion. The goal in his approach is to teach responsibility through the joint cooperation of students teachers and school officials. Much like the Canter approach (1976), Glasser suggests making rules at the beginning of the school year. However, he emphasizes, unlike Canter, that rule-setting is a joint process, between teacher and students. Once a discipline problem is discovered, he outlines a ten-step method:

1. Teacher analyzes what was occurring when the disruptive behavior occurred.

2. Teacher accepts initial responsibility, and changes that behavior since it is obviously not working.

3. Reward the children for exhibiting "normal" behavior.

4. Ask the disruptive child in an emphatic, not angry, voice, "What are you doing?".

5. If the disapproving behavior continues, repeat "What are you doing?", and add "Is it against the rules?". If necessary, confront the child with "This is what I saw, and it is against the rules".

6. If the undesirable behavior persists, repeat step #5, and add "This cannot continue, we have to work it out".

7. If the problem continues, the teacher must isolate the child in the classroom (time-out) until the child is ready to work the problem out.

8. If the problem continues, the child is requested to leave the classroom.

9. If the problem persists, the child is sent home until he or she is willing to work out the problem.

10. If resolution still does not take place, parents are requested to take the child to a community agency.

Research conducted in the application of the Glasser method in various schools in Massachusetts, North Carolina, and Texas indicated a reduction in suspensions, vandalism and fighting (Basualdo, 1980).

A more recent proponent of this approach is Bloom's (1980) Creative Effective Discipline (CREED). This strategy is based upon three objectives for the teacher: minimize stress and disruptions, intervene in a manner that relieves rather than intensifies the stressful situation, and demonstrate rationality and reasonableness. Rules are minimal; they

must be relevant, enforceable, and rational. The authority of the teacher is used selectively and infrequently, regarding behavior as purposeful and need-fulfilling.

Much of Kounin's work (1974, 1986), also incorporating a humanistic approach, focuses on the effects of teacher desists on unacceptable behavior, addressing how the teacher could most effectively react. He describes two concepts: withitness and overlapping. Withitness is the degree to which the teacher corrects the behavior before it spreads or intensifies. This includes good monitoring and prompt handling of the behavior. communication to the students that they know what is going on everywhere in the classroom at the same time. Overlapping refers to how the teacher handles several events occurring simultaneously. Other advocates of teacher-student center approaches not detailed here include Knowles, Long and Newman, and Barnard (Basualdo, 1980).

Several of the models detailed above also address the issue of ignoring inappropriate behavior, and much research has been conducted regarding this issue. D. Smith (1978) studied the contrasting styles of elementary school teachers, and found that when teachers repeatedly attempted to ignore inappropriate behavior, it often would cease. The atmosphere in these classrooms were both positive and calm, with the teachers routinely giving praise toward a specific behavior. Specific guidelines are offered by Evertson, Emmer, Clements, Sanford and Worsham (1989). They suggest that behavior be ignored when it meets the following criteria: "It is of short duration and not likely to persist or spread, it is a minor deviation, and reacting to it would interrupt a lesson or call attention to the behavior" (p. 103). Examples of behaviors that

might meet these criteria include calling out, brief whispering among students, and short periods of inattentiveness. The study of Barr-Johnson & Hiett (1980) compared the effectiveness of various behavior management models, including behavior modification, reality therapy, values clarification, and Teacher Effectiveness Training. Although the 461 teachers reacted positively to all of the above choices; the primary choice however, was behavior modification.

Williams (1987) analyzed 187 research studies in classroom management from 1980 to 1983. The most frequently reported strategies for curtailing inappropriate behavior included response cost procedures (reported in fourteen studies), reprimands (9 studies), differential reinforcement (7 studies) and ignoring the behaviors (4 studies).

Evaluating the effectiveness of a discipline plan is a difficult process. Curwin and Mendler (1988) offer guidelines to be used when evaluating the effectiveness of a specific model:

1. What happens to the student ten minutes after an intervention? Is he angry? Is he back to his lessons?
2. What happens to the student the next day?
3. What happens to the student the next week?
4. What happens to student motivation? (Good discipline plans enhance student motivation, not erode it.)
5. What happens to the student's dignity? Is it attacked? Is it maintained? Is it enhanced?
6. How is the student's locus of control affected? Does the student become more internally focused on his own behavior? Does the student become more externally focused? (An internal orientation, when appropriate, leads to responsibility. An external orientation leads to helplessness).
7. What happens to the student-teacher relationship? Is communication improved? Is it weakened? Did the teacher win

> the battle (get the student to do what he wanted) and lose the war (destroy their delicate relationship)?
> 8. Does the student learn about his behavior in a way that provides increased choices, or does the student learn that he has no choice at all? Choices lead to responsibility (p. 31).

These authors further state that the most important factor in selecting a classroom management system is choosing one that permits the teacher to be oneself, and being consistent with one's verbal and nonverbal signals.

Description of Selected Solution

Unfortunately, there is no magical formula or panacea for dealing with student behavior. The techniques used depend on the individual setting, the students and the teacher's own preferences. After brainstorming the available research related to solution strategies, the writer adopted and developed various strategies that would most likely lead to the success of this proposal.

Because this writer worked with student teachers in a pre-existing course curriculum, the training module was integrated into their experiences in a preservice program. In this way, the instructor was able to utilize the recommended problem-centered approach, coupled with consistent reinforcement of learned skills. The writer's module also involved both small and large groups, allowing for student teacher participation on several levels. The student teachers were in their elementary school classrooms for the entire school day; therefore large group sessions took place during after school hours, so senior seminar classes were used for the large group workshops. Permission was

granted by the professor in charge of that program during the first semester of implementation; the writer herself taught senior seminar during the second semester. When small group and individual meetings took place with the student teachers, permission to leave the classroom was granted by the directing classroom teachers on a day-to-day basis. The writer utilized the active listening and observation skills as described by Gordon (1979) during the scheduled school visits.

In order to best serve the needs of classroom teachers within a limited time frame, the writer implemented an integrative approach during the workshop sessions, encompassing lecture, discussion, printed handouts, and video presentations. The printed material was used to reinforce the most important information as it was presented; it was printed and distributed by the writer during the appropriate workshops. Audiovisual materials, such as videocassettes, overhead transparencies and audio tapes were also utilized during the workshops (Appendix J).

The curriculum for the proposed module had several focuses. The writer began by presenting definitions and projected goals of a behavior management program, followed by suggestions for structuring the classroom environment so that discipline problems might be prevented. Because the writer believes that individual student teachers approach classroom discipline differently, reflective of their own prior experiences as a student as well as teacher assistant, she utilized the multi-model approach to classroom management. An overview of several classroom management intervention techniques were offered; those selected fulfilled the generic competencies required by both the university and the state. The student teachers then had the freedom of choice to decide which techniques best fit their own unique needs and personalities,

creating either an individual eclectic model combining bits and pieces of many models, or instead, adopting one total approach. The writer emphasized cooperative rule-setting, with an emphasis on positive reinforcement as a motivating factor for appropriate behavior. Although there is research available discrediting the use of rewards as dampening intrinsic motivation (Deci & Ryan, 1985), they were used because they address the specific competencies mandated by the state and university. The writer also encouraged the development of appropriate penalties as a "logical consequence" of inappropriate behavior. The observations of the writer served to define problems and reinforce learnings as the module progressed; pre and post-assessment tools were utilized to validate the increase in each student teacher's knowledge and skills.

Description of Steps to Meet Objectives

The following calendar is a reflection of the implementation phase of this practicum. This module was presented to two groups of student teachers, the first group in the Fall '90 semester; the second implementation was administered during the Spring '91 university semester. During the period between the two semesters of implementation, the writer assessed the program, as reflected by the student teachers' evaluation of the module, and implemented changes as needed (Appendix G).

Weeks one and two (weeks of Aug. 27 & Sept. 3, 1990; Jan. 7 & 14, 1991):

The writer visited each student in their respective elementary schools. During the regularly scheduled supervisor-student teacher

evaluation that took place after each visit, the writer interviewed each of the students individually outside of the classroom. The writer presented the idea of this practicum, and discussed with them how it related to their student teaching. In-depth, open-ended questions were used to foster this discussion, and their responses were recorded in a daily log. The communication process between the writer and student teachers began, and as the stage was set, cooperation and participation was encouraged. Each student was given a calendar of the workshops.

The pre-assessment questionnaire and attitude survey (Appendix A & B) were given to each student, and they were asked to spend fifteen to twenty minutes to fill them out, while the writer spoke with their directing teachers. After each questionnaire and survey were completed, the writer proceeded to the next classroom, student teacher, and school. The writer subsequently assessed the results of the questionnaire and survey, to determine the amount of information the student teachers had, prior to the inception of the training workshops.

Week three (week of Sept. 10, 1990; Jan. 21, 1991):

The writer presented Workshop #1. All of the students met together at their senior seminar, which is a three hour mandatory university class in conjunction with their student teaching assignment. The university professor who was responsible for the seminar had agreed to the utilization of this setting for the teaching of this module (during the second implementation period, the writer taught senior seminar).

The curriculum during this three-hour workshop included:

1. Definitions of discipline and classroom management.
2. An overview of the objectives of this module.
3. Causes for misbehavior - focus on Maslow (1943)
4. Observing childrens' classrom behaviors; determining what is acceptable and unacceptable, utilizing Gordon's (1974) behavior rectangle.
5. Preventing behavior problems by structuring the physical environment.
6. Routines and rule-setting, individually and as a group process.

Weeks four and five (weeks of Sept. 17 & 24, 1990; Jan. 28 & Feb. 4, 1991):

The writer visited all students in each of the assigned schools to receive feedback, both verbally and observably, in an attempt to assess the utilization of their new awareness and understanding of the skills taught in the first workshop. Each student teacher was observed in her relationship with the children in the classrooms, and the way in which behavior problems were handled (Appendix C). Directing teachers were

asked to evaluate their student teachers' accomplishments thus far during that semester, resulting in a midterm evaluation (Appendix E).

Reinforcement of their experiences was provided through the utilization of the writer's active listening skills. She asked how this module has thus far impacted upon their classroom management skills. Daily logs were kept, so that their individual concerns were noted and addressed continuously.

Week six (week of Oct. 1, 1990; Feb 11, 1991)):

The writer conducted Workshop # 2 in senior seminar. The curriculum included:

1. A brief and open discussion of the student teachers' problems and concerns regarding classroom behavior. The writer served as facilitator.
2. The objectives in dealing with misbehavior:
    a. To end the misbehavior and off-task behavior.
    b. To redirect the pupil into constructive activities.
    c. To continue an uninterrupted flow of on-task behavior.
3. An overview of the following models: Assertive Discipline, Teacher Effectiveness Training, Dreikurs, and Glasser.
4. Additional strategies that might be used to intervene, including the use of ignoring.

Weeks seven and eight (weeks of Oct. 8 & 15, 1990; Feb. 18 & 25, 1991):

The writer visited each school; each student was observed as to the acquisition of her new information and knowledge. The writer asked that the students in each school meet together in the teachers' workroom to discuss and share common and individual experiences, ideas and problems.

Week nine (week of Oct. 22, 1990; March 4 1991):

Workshop #3 took place for two hours in small groups at the individual schools. This allowed for the interaction and communication between small groups of student teachers.

The curriculum included:

1. Open discussion of problems and concerns.
2. Reinforcement of prior material.

Weeks ten and eleven (weeks of Oct. 29 & Nov. 5, 1990; Mar. 11 & 18, 1991):

During this time, the writer visited all students in their various schools, with the purpose of formally observing their internalization of the newly acquired information, skills and techniques (Appendix C). The writer served as a support system to each student through individual and small group discussions (held in teachers' workrooms). The students' new knowledge and attitudes were reinforced through the writer's listening skills.

Week twelve (week of Nov. 12, 1990; Mar. 25 1991):

Workshop # 4 was held in senior seminar for one and one-half hours. This workshop added group closure to this pre-service module, and through questions such as " How has this module helped you manage your elementary school classroom?", the writer fostered a review discussion. Also, each student was asked by the writer to verbally share with the group their reactions to this education process, to elucidate their individual growth, and to comment on the long-term effects that this module has had upon their future teaching career.

This review discussion was fostered by the administration of the oral post-test (Appendix I), whereby the student teachers selected their choice response, as well as creating their own responses in the various role-playing scenarios.

Weeks thirteen and fourteen (weeks of Nov. 19 & 26, 1990; April 1 & 8, 1991):

The writer again visited the various student teachers in their schools. During these last several weeks, they returned the teaching responsibilities back to the directing teachers. Therefore, final three-way conferencing with each student teacher, directing teacher and writer took place. The directing teachers were asked to evaluate and share their final evaluation at this time (Appendix F). The written post-assessment questionnaire (Appendix H), and evaluation of module (Appendix G) was also administered. This added closure to the individual school and university relationship for these terms.

By the end of their student teaching internship, the students had displayed a greater understanding as well as increased skills in managing classroom behavior.

Week fifteen (Dec. 3, 1990; April 15, 1991):

During this week, and those that followed, the writer shared her experience with university colleagues, encouraging them to incorporate this module into all preservice programs. Consistent efforts were made, and are still continuing to be made, to offer a separate university course prior to student teaching that addresses these issues of classroom management and discipline.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Through a module on classroom management, the student teachers involved in this practicum were offered methods and skills aimed at increasing the on-task behaviors of the children in their elementary school classrooms, while at the same time decreasing any inappropriate behaviors in a positive and effective way. In an attempt to measure the student teachers' ability to enhance the daily teaching and learning time in their elementary school classrooms, the writer developed several evaluative tools, as presented in the appendix. Through a qualitative and quantitative analysis of the data obtained, it became apparent to the writer that all of her objectives and goals were realized.

During the first weeks of the practicum, the writer's intent was twofold; to document her initial premise that student teachers did indeed lack a basic knowledge base of classroom management, and to initiate open communication and cooperation between the writer and students. Through open-ended questions and ensuing discussions, the subjects validated the writer's beliefs that their prior knowledge in this area was minimal. Secondly, a quantitative analysis of the pre-assessment questionnaire, as presented in Table 1, documented that most students

Table 1

Results of Pre-Assessment Questionnaire

	Yes	No
Prior course in classroom management	3	31
University course including classroom management	9	25
Do you feel prepared to understand and deal with inappropriate behavior adequately?	1	33

How well can you implement the following theories?

Theories	Effectively	Unfamiliar
Kohlberg's Moral Development	0	34
Glasser's Reality Therapy	0	34
Teacher Effectiveness Training	1	33
Values Clarification	0	34
Humanistic Approach	1	33
Dreikurs' Logical Consequences	2	32
Canter's Assertive Discipline	4	30

did not have any prior course or formal training in classroom management, and the majority of students felt unprepared to deal with inappropriate behavior adequately.

During the implementation, a daily log was kept, and the observations of the writer were recorded. In the beginning weeks of student teaching, the writer observed much off-task behaviors occuring in the classrooms of her student teachers. Students' off-task behaviors were tallied for each thirty minute observation period, and the average off-task time recorded was between 35 and 75% of the teaching/learning time. Talking or out of one's seat inappropriately, daydreaming, calling out, and passing notes were typical observable behaviors. Most often, the behavior was either ignored unintentionally or desisted in a negative manner. When questionned, the student teachers often explained that they did not know how to handle that behavior effectively. Evaluations of the writer and directing teachers, utilizing the University Observation Form(Appendix C) and the Directing Teacher Observation (Appendix D) documented that the areas involving classroom management often received a "3", "4" or "5" (with "1" being outstanding and "5" not acceptable).

By the fourth week, following the first workshop, the writer observed that the student teachers were beginning to utilize their new awareness and understanding of the skills taught. It was apparent to the writer that many student teachers began to change their classroom environment in order to prevent problems from occurring; the seating plan of the individual classrooms were changed, learning centers were implemented, and developmentally appropriate learning strategies were utilized in order to enhance individual learning and prevent discipline

problems. A comparison of the early weeks of student teaching to the final weeks of implementation detail the significance of change in the student teachers' classrooms. Table 2 details the improvement in the classroom environments; 100% of the student teachers improved their mean score by at least 1.0 on all of the evaluative tools utilized.

Significant observable change in student behavior was also noted both by the writer and directing teachers. A midterm evaluation was conducted by both observers during the fourth and fifth weeks. This summative tool, reflective of prior classroom observations, was utilized to identify both the strengths and weaknesses of each student teacher. During the ensuing weeks, through additional workshops and individual conferences with student teachers, much change occurred in their teaching skills and strategies. Cooperative rule setting became the norm in most of the classrooms; the students were excited to illicit their own classroom rules, and as research indicated, they were more apt to follow and enforce those rules for each other. The development of effective classroom management systems, as documented in Table 3, further enhanced the teaching/learning time of the students. It became apparent to all parties that the off-task behaviors of students decreased significantly as the students began to help each other follow "their" rules. An analysis of the data regarding Objective #2 illustrates that 100% of the mean scores increased by a minimum of one point, more than what was projected by the writer.

During the early weeks of implementation in each of the university semesters, the student teachers were not aware of the effect of positive reinforcement as a desisting method. Typically, negative reinforcement was used, both verbally and nonverbally. However, following the second

Table 2

Summary of Mean Scores for Objective One

The student teachers effectively organized the classroom environment so that it met the needs of the students and at the same time prevented behavior problems.

	Weeks 4 and 5	Weeks 13 and 14
University Observation Form (Appendix C, Section I A, Item 6)	2.5	1.7
Directing Teacher Evaluation Form (Appendix D, Items 1 and 2)	3.0	1.5
University Midterm and Final Evaluation Form (Appendices E & F, Section II A)	2.0	1.0

Table 3

Summary of Mean Scores for Objective Two

The student teachers demonstrated the implementation of an effective management system (including classroom rules and routines) which involved the input of the elementary students.

	Weeks 4 and 5	Weeks 13 and 14
University Observation Form (Appendix C, Section II A, Items 1 and 2)	3.5	1.7
Directing Teacher Evaluation Form (Appendix D, Items 16 & 23)	3.5	1.7
University Midterm and Final Evaluation Form (Appendix E & F, Section II B, Items 1 and 2)	2.6	1.4

workshop, along with much individual conferencing and discussion, the student teachers began to utilize both verbal and nonverbal positive reinforcement. Objective # 3 was therefore realized with 100% of the student teachers, as indicated in Table 4. Through the observations of both the writer and directing teachers, it became evident that the ability of the student teacher to desist inappropriate behaviors effectively increased as well. During the implementation, a daily log was kept, and the observations of the writer were recorded. After the second workshop, it became apparent to the writer that the student teachers were already more sensitive to the behaviors of children in their elementary school classrooms. The student teachers were already becoming more aware of a child's behavior as being a mirror of one's inner feelings. The inappropriate behaviors were treated with more sensitivity, focusing on behavior as being causative. During the entire thirteen week period, the writer was called upon by the subjects to act as a support system. The way in which the student teacher related to the children as well as the way in which behavior problems were handled improved significantly. The student teachers apparently began to develop their own ecclectic styles of classroom management, utilizing the skills of many of the theorists as presented in the classroom management module. The writer noted with interest that the two theorists favored by the student teachers were Canter and Gordon. An analysis of the evaluative tools related to Objective #4 demonstrated a significant increase, whereby thirty-three out of the thirty-four student teachers achieved a mean score on the Final Evaluation of either a "1" or a "2". However, the student teacher who did not achieve this score did increase

Table 4

Summary of Mean Scores for Objective Three

The student teachers demonstrated the use of both verbal and non-verbal positive reinforcement.

	Weeks 4 and 5	Weeks 13 and 14
University Observation Form (Appendix C, Section II A, Item 5 and 6; Section II B, Item 3)	2.8	1.3
Directing Teacher Evaluation Form (Appendix D, Item 7)	3.2	1.3
University Midterm and Final Evaluation Form (Appendix E & F, Section II B, Item 5; Section II C, Items 1, 3, 4 and 6)	2.7	1.2

her mean score on both the Directing Teacher Evaluation and University Observation Form by at least one point, as reflected in Table 5.

Objective five, dealing with the measurement of on-task and off-task classroom behavior, was recorded in the writer's daily log as she visited the individual classrooms weekly. While the off-task behavior measured between 35 and 75% of the classroom time during the early weeks of student teaching, there was a significant decrease as the semester drew to a close. In fact, during the latter weeks, the writer noted only a 10 to 20% loss of class time due to inappropriate behavior. The student teachers demonstrated a sense of "withitness", and often reacted nonverbally without detracting from the teaching/learning time. Again, significant increases occurred, and the fifth objective was realized; on-task classroom behavior increased by at least 75%, while off-task behavior decreased by 90% in 94% in the student teachers' classrooms.

The results of the attitude survey further documented the improvements noted during this teaching module. The responses on the attitute survey were analyzed to compare how democratic and positive the student teachers viewed classroom behavior during the fifteen week implementation period. As noted in Table 6, attitudes of the subjects were more autocratic and inflexible during the beginning weeks, and as they began to understand behavioral causes, they became more flexible and democratic, readily abdicating their sense of power to one of mutual understanding and cooperation. This data therefore supports the fulfillment of the sixth objective.

An evaluation of the post-assessment data further validated the success of this practicum. Results of the post-assessment questionnaire,

Table 5

Summary of Mean Scores for Objective Four

The student teachers demonstrated effective and appropriate techniques and strategies when desisting inappropriate behavior.

	Weeks 4 and 5	Weeks 13 and 14
University Observation Form (Appendix C, Section II A, Item 5)	3.6	1.9
Directing Teacher Evaluation Form (Appendix D, Items 16 and 18)	3.7	1.8
University Midterm and Final Evaluation Form (Appendix E & F, Section II B, Items 4 and 6)	3.0	1.5

Table 6

Results of Attitude Survey

QUESTION	BEFORE MODULE		AFTER MODULE	
	AUTOCRATIC	DEMOCRATIC	AUTOCRATIC	DEMOCRATIC
1	32	2	5	29
2	30	4	6	28
3	29	5	7	27
4	33	1	4	30
5	32	2	0	34
6	34	0	0	34
7	33	1	2	32
8	30	4	6	28
9	33	1	3	31
10	32	2	1	33

as tabulated in Table 7, reveal that the questions were answered correctly with 88 to 100% accuracy; most questions were answered correctly 97 to 100% of the time. The question that was answered incorrectly most often dealt with Glasser's theories, which were not utilized and therefore not internalized by the student teachers. However, regardless of this 12% error, the accuracy of these questions still surpassed the writer's expectations of an 80% accuracy rate.

The post-assessment scenarios, administered during the final weeks of the practicum implementation, permitted the writer to assess the total understanding and internalization of the skills that were addressed in this practicum. Through the observation skills of the writer, it became apparent that the student teachers had a clearer understanding of children's behavior, and were skilled in responding to it effectively.

It was an unstated goal of the writer to present this module in an interesting and varied way, utilizing multiple modalities while presenting oneself as a role model for teaching. It was therefore important to the writer that the students enjoyed the module while receiving pertinent and important information. The student teachers, in their evaluation of the module, were extremely satisfied with the presentations and materials selected, as evidenced in Table 8. One hundred percent of the responses were either "outstanding" or "good", with the majority responding with "outstanding". It is important to note that although two responses were in the "adequate" category, there was no negative reaction to any of the measurable questions. In response to the first question relating to how much was learned, all of the answers were in the affirmative. A few suggestions regarding ways to improve this module were made by the student teachers; presenting this module earlier in

Table 7

Results of Post-Assessment Questionnaire

QUESTION	CORRECT ANSWER	INCORRECT ANSWER
4	34	0
5	31	3
6	33	1
7	34	1
8	30	4
9	33	1
10	34	0
11	34	0
12	34	0

Table 8

Results of Module Evaluation

QUESTION	Excellent	Good	Adequate	Fair	Poor
Effectiveness of instruction	32	2	0	0	0
Relevance of materials	30	2	2	0	0
Overall evaluation	33	1	0	0	0

their university courses, and utilizing video tapes and films to illustrate the specific strategies.

A long term goal which was identified by the writer related to making an impact on the lives of children of elementary-school age by enhancing their academic achievement. Although there were no measurable tools utilized, the positive feedback received by the writer from both the directing teachers and the administration confirms that indeed these fledgling teachers have impacted upon the children in their classrooms. An examination of all of the data presented confirms the writer's conviction that this practicum was both worthwhile and necessary. On a short term basis, these thirty-four student teachers have enhanced their teaching competencies, but more importantly, they will continue to impact upon children in classrooms of the future, a direct result of the writer's practicum experiences.

The solution strategies that were adopted during this entire module contributed to its success, and therefore should be a part of future dissemination activities. The on-the-job support and direction that was provided by the writer was an invaluable tool, and many student teachers verbally expressed this very point during the final week of the program. The individual visits, coupled with small and large group workshops, helped to fulfill the multivaried objectives originally set forth. The writer therefore further recommends that this format be retained during any future programs.

The future utilization of this model is tantamount to its continued impact and success. Because this practicum has been deemed so successful, it has been suggested by the writer that this module be included in the university preservice teacher education program as part

of its core curriculum. The department chairperson, aware of this practicum and its significance, has already begun to illicit change in the university curriculum; she has informed the writer that classroom management will soon become part of a course, covering one-half of a three credit course. In the meantime, as a university instructor of various methods courses in elementary and early childhood education, it is the intention of the writer to integrate this practicum into all future courses.

The writer further recommends that this material be offered as an inservice course to any educational centers requesting same. As a matter of fact, a workshop for a large child care agency has already been scheduled for this month. Other future plans for dissemination include the presentation of workshops at state and national conferences, as the work schedule of the writer permits.

Henceforth, it is the conclusion of the author that all of the objectives set forth in this practicum have been met. All of the student teachers who participated are now more competent in the area of classroom management; their awareness and understanding of behavior has increased, and they are now better able to increase and enhance the teaching/learning time in elementary school classrooms.

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APPENDICES

APPENDIX A
PRE-ASSESSMENT QUESTIONNAIRE

PRE-ASSESSMENT QUESTIONNAIRE

1. Have you ever had a course in classroom management/discipline?

Yes_____ No_____

2. Have you ever covered the topic of classroom management as part of another course?

Yes_____ No_____

Minimally_____ Adequately_____

3. What aspects of classroom behavior and discipline cause you the most concern in your students? (Please check)

	Great Concern	Moderate Concern	Little or no Concern
a. Destruction of property	_____	_____	_____
b. Excessive talking	_____	_____	_____
c. Clowning around	_____	_____	_____
d. Failure to finish work	_____	_____	_____
e. Fighting	_____	_____	_____
f. Disrespectful	_____	_____	_____
g. Stealing	_____	_____	_____
h. Profanity	_____	_____	_____
i. Tardiness	_____	_____	_____
j. Withdrawn behavior	_____	_____	_____
k. Truancy	_____	_____	_____
l. Daydreaming	_____	_____	_____
m. Restlessness	_____	_____	_____
n. Constant fidgeting	_____	_____	_____
0. Uncooperative	_____	_____	_____
p. Inappropriate noises	_____	_____	_____

4. How much do you feel the following items relate to or cause discipline problems?

	Strong Cause	Moderate Cause	Little Cause
a. Parent/family attitudes	_____	_____	_____
b. Learning problems	_____	_____	_____
c. Socio-economic problems	_____	_____	_____
d. Cultural differences	_____	_____	_____
e. Student self-concept	_____	_____	_____
f. Teacher caused problems	_____	_____	_____
g. Bored	_____	_____	_____

h. Different values _____ _____ _____

5. Have you used any of the following techniques in handling discipline problems? Please indicate the degree of effectiveness you experienced. Use "Not Applicable (NA)" if you are unfamiliar with the model or if you have not used it.

	Highly Effective	Moderately Effective	Not Effective	NA
a. Moral Development (Kohlberg's Theory)	_____	_____	_____	_____
b. Reality Therapy (Glasser)	_____	_____	_____	_____
c. Teacher Effectiveness Training (TET)	_____	_____	_____	_____
d. Values Clarification	_____	_____	_____	_____
e. Humanistic Approach	_____	_____	_____	_____
f. Logical Consequences (Dreikurs)	_____	_____	_____	_____
g. Assertive Discipline (Canter)	_____	_____	_____	_____
h. Others (Please specify)				

6. How often do you believe teaching time is interrupted by behavior problems?

Very often_____ Often _____ Rarely _____

7. What percentage of classroom time is lost daily in your classroom due to disruptions caused by unacceptable behavior?

_____(0-100%)

8. Do you believe you have adequate skills to deal with discipline problems in the classroom?

Yes_____ No_____

APPENDIX B
ATTITUDE SURVEY

ATTITUDE SURVEY

Circle the answer that most closely resembles how you would react in that situation. Please be honest -- this is anonymous.

1. A. Generally, I assign students to specific areas or seats in the classroom.
   B. Generally, I feel seating assignments are open to negotiation.

2. A. I insist that there be no talking during seatwork.
   B. I have no problem with students talking quietly to one another during seatwork.

3. When the noise level in the classroom bothers me, I will more likely:
   A. Yell and/or threaten.
   B. Discuss my discomfort with the students and attempt to compromise with the students.
   C. Allow the noise to continue as long as it is not disturbing others.

4. If two students get into an argument, I will most likely:
   A. Ignore them, letting them work out their own problem.
   B. Interject, attempting to solve it for them.
   C. Let them know I can help if needed.

5. If students unanimously agree that a classroom rule is unjust, but I (the teacher), disagree, I will most likely:
   A. Tell them that I'm the boss, and that is that!
   B. Remove the rule, and replace it by another rule of mine.
   C. Ask the students to help me make up another.

6. During the first weeks of class, I will more likely:
   A. Announce the classroom rules to the class, and inform them how they will be enforced.
   B. Let the students develop classroom rules.

7. When a more conscientious student does not complete an assignment on time, I would most likely:
   A. I would tell the student that I cannot believe this, and would deduct several points from the assignment.
   B. I would tell the student that I assume he/she has a legitimate reason and will turn it in soon.

8. If a student interrupts my lesson by talking to a neighbor, I would most likely:

A. Stop the lesson, and admonish the student in front of the class.
B. Quietly move over toward the student, and use nonverbal cues.
C. Ignore the behavior, and continue the lesson.
D. Stop the lesson, and have a dialogue with the class on how it feels to be disrupted.

9. A. A good teacher reinforces the rules consistently, always taking disciplinary action regardless of the specific circumstances.
B. A good teacher uses disciplinary action flexibly, depending on the child and circumstances.

10. A. Children need a strong teacher to make decisions for them.
B. Children are capable of making class decisions.

APPENDIX C
UNIVERSITY OBSERVATION FORM

SCHOOL _____ STUDENT TEACHER _____

GRADE _____ SUBJECT _____ DATE _____

COLLEGE OF EDUCATION
TEACHING OBSERVATION FORM

RATINGS:

1. EXCELLENT
2. EFFECTIVE
3. ACCEPTABLE
4a. IMPROVING SHOWING PROGRESS
4b. NEEDS SIGNIFICANT IMPROVEMENT
5. NOT ACCEPTABLE
6. NOT DEMONSTRATED THIS OBSERVATION

SKILLS AND BEHAVIORS	RATINGS	COMMENTS
I. INSTRUCTIONAL SKILLS		
A. PLANNING FOR INSTRUCTION		
1. Uses long range goals-lessons reflect clear understanding of long range and interaediate goals appropriate for subjects and/or grade	1 2 3 4a 4b 5 6	
2. Eaploys objectives in designing instruction	1 2 3 4a 4b 5 6	
3. Goals are clear and significant	1 2 3 4a 4b 5 6	
4. Selects and/or designs activities related to specific aeasurable objectives	1 2 3 4a 4b 5 6	
5. Plans for appropriate evaluation of progress towards goal	1 2 3 4a 4b 5 6	
6. Deaonstrates the ability to interest pupils and to keep thea actively involved in learning experiences	1 2 3 4a 4b 5 6	
B. IMPLEMENTING INSTRUCTION		
1. Maximizes instructional tiae	1 2 3 4a 4b 5 6	
2. Implaaents saooth transitions	1 2 3 4a 4b 5 6	
3. Uses set induction to initiate lessons	1 2 3 4a 4b 5 6	
4. Delivers instruction in a logical coherent aanner	1 2 3 4a 4b 5 6	
5. Pacing is appropriate	1 2 3 4a 4b 5 6	
6. Uses effective questioning	1 2 3 4a 4b 5 6	
7. Provides for student practice and participation	1 2 3 4a 4b 5 6	
8. Utilizes a variety of creative, appropriate aethods/approaches and aaterials	1 2 3 4a 4b 5 6	

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II. CLASSROOM MANAGEMENT and COMMUNICATION

A. CLASSROOM MANAGEMENT

1. Implements an effective classroom management system	1 2 3 4a 4b 5 6
2. Applies rules and routines appropriately and consistently	1 2 3 4a 4b 5 6
3. Rules and schedules posted and appropriate	1 2 3 4a 4b 5 6
4. Sustains student involvement and interest	1 2 3 4a 4b 5 6
5. Identifies and stops deviant behavior quickly and appropriately	1 2 3 4a 4b 5 6
6. Uses positive reinforcement	1 2 3 4a 4b 5 6
7. Monitors multiple activities simultaneously	1 2 3 4a 4b 5 6
8. Demonstrates "withitness"	1 2 3 4a 4b 5 6

B. COMMUNICATION AND RAPPORT

1. Establishes and maintains a positive and mutually respectful relationship with students	1 2 3 4a 4b 5 6
2. Demonstrates genuine interest, concern, and sensitivity students(individual)	1 2 3 4a 4b 5 6
3. Gives meaningful and varied feedback	1 2 3 4a 4b 5 6
4. Listens carefully in a non judgmental manner	1 2 3 4a 4b 5 6
5. Uses language appropriate to level of students	1 2 3 4a 4b 5 6
6. Promotes students positive self-image	1 2 3 4a 4b 5 6

III. KNOWLEDGE COMPETENCIES

A. SUBJECT MATTER AND METHODOLOGY

1. Demonstrates thorough knowledge of subject matters	1 2 3 4a 4b 5 6
2. Demonstrates knowledge of subject area curriculums scope and sequence	1 2 3 4a 4b 5 6

B. BASIC SKILLS

1. Uses standard English in written and oral communication	1 2 3 4a 4b 5 6
2. Uses correct grammar and spelling in written language	1 2 3 4a 4b 5 6

STUDENT TEACHER SIGNATURE _____ DATE _____

UNIVERSITY SUPERVISOR SIGNATURE _____ DATE _____

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APPENDIX D
DIRECTING TEACHER EVALUATION

COLLEGE OF EDUCATION
OBSERVATION FORM

This form is to be used in the initial phases of student teaching or where ever the university supervisor and cooperating teacher feel it may be helpful. Students rated using this form are undergraduate teacher trainees and should be compared to beginning teachers and not to master teachers. Feedback from this form is to be used to assist a student teacher in improving her/his skills.

RATINGS:
1. EXCELLENT
2. EFFECTIVE
3. ACCEPTABLE
4a. IMPROVING SHOWING PROGRESS
4b. NEEDS SIGNIFICANT IMPROVEMENT
5. NOT ACCEPTABLE
6. NOT DEMONSTRATED THIS OBSERVATION

SKILLS	RATINGS	COMMENTS
1. Creates an interesting(motivating) learning environment including interest centers, bulletin boards, furniture arrangement	1 2 3 4a 4b 5 6	
2. Demonstrates the ability to interest pupils and to keep them actively involved in learning experiences	1 2 3 4a 4b 5 6	
3. Classroom activities evidence effective instructional planning	1 2 3 4a 4b 5 6	
4. Develops and uses lesson plans which include appropriate objectives and activities	1 2 3 4a 4b 5 6	
5. Shows subject matter competency	1 2 3 4a 4b 5 6	
6. Uses effective questioning techniques	1 2 3 4a 4b 5 6	
7. Reinforces students verbal as well as non-verbal responses	1 2 3 4a 4b 5 6	
8. Achieves lesson's objectives	1 2 3 4a 4b 5 6	
9. Writes and spells correctly	1 2 3 4a 4b 5 6	
10. Demonstrates ability to write legibly on chalkboard	1 2 3 4a 4b 5 6	
11. Uses appropriate levels of in written and spoken language	1 2 3 4a 4b 5 6	
12. Relates the subject matter to experience and understandings beyond the classroom	1 2 3 4a 4b 5 6	
13. Articulates clearly and succinctly	1 2 3 4a 4b 5 6	
14. Demonstrate ability to select materials appropriate to interest and ability level of students	1 2 3 4a 4b 5 6	
15. Demonstrates effective use of human relations skills in dealing with students, staff, and administration	1 2 3 4a 4b 5 6	
16. Administers classroom procedures effectively and maintains control	1 2 3 4a 4b 5 6	
17. Gives clear assignments and directions and allows ample time for completion of tasks	1 2 3 4a 4b 5 6	

(Continued on next page)

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OBSERVATION FORM (Continued)

18. Is alert to pupils who present special problems	1 2 3 4a 4b 5 6
19. Establishes relationships with students which reflect equal recognition of respect for EVERY individual	1 2 3 4a 4b 5 6
20. Demonstrates the ability to work well with an individual student as well as with a group	1 2 3 4a 4b 5 6
21. Accepts and benefits from constructive criticism	1 2 3 4a 4b 5 6
22. Demonstrates a professional attitude and ethical behavior	1 2 3 4a 4b 5 6
23. Demonstrates ability and willingness to follow building and/or system wide routines and procedures	1 2 3 4a 4b 5 6
24. Demonstrates the capacity for improvement	1 2 3 4a 4b 5 6

COMMENTS:

SIGNATURE DATE

APPENDIX E
UNIVERSITY MIDTERM EVALUATION FORM

College of Education

Student Teaching Midterm Evaluation Form

Interns Name_____SS#_____
Field School_____
Cooperating Teacher_____
Grade/subject area_____

University Supervisor_____

Instructions: *This form is used to communicate progress in the various dimensions of Student Teaching. Please use this checklist to guide discussion. Student Teachers,university supervisors and cooperating teachers should review and sign this form. There are places for comments and for goals for improvement. These sections will shape the goals for the final weeks of Student Teaching.*

Ratings

1- Outstanding -utilizes skill in a creative and highly effective manner
2-Effective-utilizes skills in a very satisfactory/competent manner
3-Acceptable. Utilizes skills in an adequate manner
4.-Requires assistance and guidance to utilize this skill
  4a improving toward independent utilization
  4b needs significant support to begin to improve
5.- Skill not demonstrated in this observation

SKILLS AND BEHAVIORS	RATINGS	COMMENTS
I. INSTRUCTIONAL SKILLS		
A. PLANNING FOR INSTRUCTION		
1.Uses long range goals-lessons reflect clear understanding of long range and intermediate goals appropriate for subjects and/or grade	1 2 3 4a 4b 5	
2.Employs measurable objectives in designing instruction	1 2 3 4a 4b 5	
3. Goals are clear and significant	1 2 3 4a 4b 5	
4. Selects and/or designs activities related to specific measurable objectives	1 2 3 4a 4b 5	
5. Plans for appropriate evaluation of progress towards goal	1 2 3 4a 4b 5	
6. Selects and organizes learning resources for organized delivery	1 2 3 4a 4b 5	

SKILLS AND BEHAVIORS	RATINGS	COMMENTS
B. IMPLEMENTING INSTRUCTION		
1. Maximizes instructional time	1 2 3 4a 4b 5	
2. Implements smooth transitions	1 2 3 4a 4b 5	
3. Uses set induction to initiate lessons	1 2 3 4a 4b 5	
4.Delivers instruction in a logical coherent coherent manner	1 2 3 4a 4b 5	
5. Pacing is appropriate	1 2 3 4a 4b 5	
6. Uses effective questioning	1 2 3 4a 4b 5	
7.Provides for student practice and participation	1 2 3 4a 4b 5	
C. EVALUATION		
1. Uses an objective and accurate system for pupil evaluation	1 2 3 4a 4b 5	
2. Diagnosis the entry and performance levels of each student	1 2 3 4a 4b 5	
3. Constructs tests that correspond to objectives	1 2 3 4a 4b 5	
4. Administers evaluations fairly	1 2 3 4a 4b 5	
5. Interprets and uses evaluation results correctly	1 2 3 4a 4b 5	
6. Grades and returns papers promptly	1 2 3 4a 4b 5	
II CLASSROOM MANAGEMENT and COMMUNICATION		
A. CLASSROOM ENVIRONMENT		
1. Physical environment stimulates neatness, cooperation and learning	1 2 3 4a 4b 5	
2 Bulletin boards and centers well developed and current	1 2 3 4a 4b 5	
3 Rules and schedules posted and appropriate	1 2 3 4a 4b 5	
B. CLASSROOM MANAGEMENT		
1. Implements an effective classroom management system	1 2 3 4a 4b 5	
2. Applies rules and routines appropriately and consistently	1 2 3 4a 4b 5	

SKILLS AND BEHAVIORS	RATINGS	COMMENTS
3. Sustains student involvement and interest	1 2 3 4a 4b 5	
4. Identifies and stops deviant behavior quickly and appropriately	1 2 3 4a 4b 5	
5. Uses positive reinforcement	1 2 3 4a 4b 5	
6. Monitors multiple activities simultaneously	1 2 3 4a 4b 5	
C. COMMUNICATION AND RAPPORT		
1. Establishes and maintains a positive and mutually respectful relationship with students	1 2 3 4a 4b 5	
2.Demonstrates genuine interest and concern for students	1 2 3 4a 4b 5	
3. Gives meaningful feedback	1 2 3 4a 4b 5	
4. Listens carefully in a non judgmental manner	1 2 3 4a 4b 5	
5. Uses language appropriate to level of students	1 2 3 4a 4b 5	
6. Promotes students positive self-image	1 2 3 4a 4b 5	
III KNOWLEDGE COMPETENCIES		
A. SUBJECT MATTER AND METHODOLOGY		
1. Demonstrates thorough knowledge of subject matters	1 2 3 4a 4b 5	
2. Demonstrate knowledge of subject area curriculums scope and sequence	1 2 3 4a 4b 5	
B. BASIC SKILLS		
1. Uses standard English in written and oral communication	1 2 3 4a 4b 5	
2. Uses correct grammar and spelling in written language	1 2 3 4a 4b 5	
3. Comprehends and interprets written materials accurately	1 2 3 4a 4b 5	
4. Computes and uses numerical concepts easily and well	1 2 3 4a 4b 5	

SKILLS AND BEHAVIORS	RATING	COMMENTS

IV PROFESSIONAL BEHAVIORS

A. PROFESSIONAL ATTITUDES

1. Shows enthusiasm for teaching	1 2 3 4a 4b 5
2. Demonstrates a willingness to assume responsibility	1 2 3 4a 4b 5
3. Is appropriately responsive to supervision	1 2 3 4a 4b 5
4. Demonstrates a commitment to continued professional growth	1 2 3 4a 4b 5

B. PROFESSIONAL BEHAVIORS

1. Observes the professional code of ethics	1 2 3 4a 4b 5
2. Demonstrates flexibility and good judgement	1 2 3 4a 4b 5
3. Works effectively with peers, supervisors and parents	1 2 3 4a 4b 5
4. Attends to administrative tasks in a timely manner	1 2 3 4a 4b 5
5. Keeps appropriate records	1 2 3 4a 4b 5

OVERALL EVALUATION FOR MIDTERM

PLEASE CIRCLE THE RATING THAT IS MOST APPROPRIATE

(1)OUTSTANDING (2)EFFECTIVE (3)ACCEPTABLE (4a)IMPROVING (4b) NEEDS MUCH IMPROVEMENT

COMMENTS: (Please attach additional sheets if needed)
Overall the following areas are outstanding:

The following represent areas that need attention during the next observation period:

For Student Teaching performance to be rated higher these things must be done(action plan):

STUDENT TEACHER SIGNATURE DATE

UNIVERSITY SUPERVISOR SIGNATURE DATE

COOPERATING TEACHERS SIGNATURE DATE

APPENDIX F
UNIVERSITY FINAL EVALUATION FORM

College of Education

Student Teaching Final Observation/Evaluation Form

Interns Name_____SS#_____
Field School_____
Cooperating Teacher_____
Grade/subject area_____

University Supervisor_____

Ratings

1- Outstanding -utilizes skill in a creative and highly effective manner
2-Effective-utilizes skills in a very satisfactory/competent manner
3-Acceptable. Utilizes skills in an adequate manner
4.-Requires assistance and guidance to utilize this skill
4a improving toward independent utilization
4b needs significant support to begin to improve
5.- Skill not demonstrated during Student Teaching

SKILLS AND BEHAVIORS	RATINGS	COMMENTS
I. INSTRUCTIONAL SKILLS		
A. PLANNING FOR INSTRUCTION		
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5. Plans for appropriate evaluation of progress towards goal	1 2 3 4a 4b 5	
6. Selects and organizes learning resources for organized delivery	1 2 3 4a 4b 5	

page 2 FINAL EVALUATION

SKILLS AND BEHAVIORS	RATINGS	COMMENTS
B. IMPLEMENTING INSTRUCTION		
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2. Implements smooth transitions	1 2 3 4a 4b 5	
3. Uses set induction to initiate lessons	1 2 3 4a 4b 5	
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SKILLS AND BEHAVIORS	RATINGS	COMMENTS
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SKILLS AND BEHAVIORS	RATING	COMMENTS

IV PROFESSIONAL BEHAVIORS

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4. Attends to administrative tasks in a timely manner	1 2 3 4a 4b 5
5. Keeps appropriate records	1 2 3 4a 4b 5

OVERALL FINAL EVALUATION

PLEASE CIRCLE THE RATING THAT IS MOST APPROPRIATE

(1)OUTSTANDING (2)EFFECTIVE (3)ACCEPTABLE (4a)IMPROVING (4b) NEEDS MUCH IMPROVEMENT

COMMENTS:

STUDENT TEACHER SIGNATURE DATE

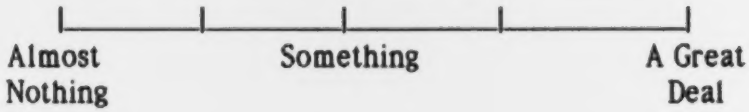
UNIVERSITY SUPERVISOR SIGNATURE DATE

COOPERATING TEACHERS SIGNATURE DATE

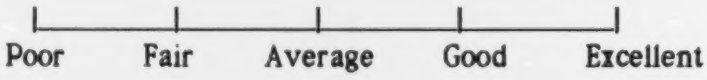
APPENDIX G
EVALUATION OF MODULE

EVALUATION OF MODULE

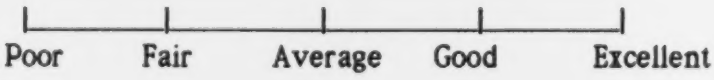
1. I feel that I learned:



2. Effectiveness of instruction:



3. In terms of appropriateness and relevance to the specific objectives, the
activities and materials were:



4. Overall, I would rate this module as:

5. What specific suggestions could you offer that would improve this program on classroom management?

APPENDIX H
POST-ASSESSMENT QUESTIONNAIRE

POST-ASSESSMENT QUESTIONNAIRE

1. How often do you believe teaching time is presently interrupted by behavior problems on a daily basis?

Very often_____ Often _____ Rarely _____

2. What percentage of daily classroom time is presently lost in your classroom due to disruptions caused by unacceptable behavior?

_____ (0-100%)

3. Do you believe you now have adequate skills to deal with discipline problems in the classroom?

Yes_____ No_____

4. Describe three prevention strategies that might be utilized in a classroom to prevent inappropriate behavior.

5. According to Driekurs, what are the four goals of misbehavior?

6. List the process steps in developing the Canter Model of discipline.

7. Give an example of each of the following reinforcers: consumable, activity, tangible, and social.

8. How does Glasser suggest a teacher desist inappropriate behavior?

9. List the six-step problem solving method according to Dr. Thomas Gordon.

10. List the three steps that are suggested in teaching rules to a class.

11. Describe three conditions in which a teacher might effectively ignore a child's inappropriate behavior.

APPENDIX I
ROLE PLAYING SIMULATIONS

SCENE 1

A student in your elementary school classroom speaks out in class while the class is in the midst of a discussion, complaining bitterly, "You never call on me. You like the other kids better than me".

Possible Solutions:

1. Teacher ignores the remark and does not vary the pattern of calling on students to answer questions.
2. Teacher ignores the remark, but makes a point of calling on the student more often.
3. Teacher responds: "I am glad you told me how you feel. Perhaps you would like to be the teacher for awhile, and you can be responsible for calling on students during the balance of the class discussion?"
4. Teacher responds: "I think you are just imaging things. I call on you as often as I can. What if everyone wanted to talk all the time?"
5. Teacher responds: "I am glad you told me about your feelings. You want to have a chance to participate more often. Teachers can make mistakes in giving children turns".
6. Teacher tells the student that he broke a classroom rule by calling out, and he must suffer the consequences.

SCENE 2

On the way to physical education, several children start pushing and fighting in the hall.

Possible Solutions:

1. Ignore the behavior.
2. Teacher stops, and initiates a class discussion in the hall about the need to walk quietly.
3. The teacher tells the students "I am disappointed in your behavior". Please go outside our classroom door, and we will discuss it when everyone else goes to physical education".
4. Teacher separates the two children, without saying anything.
5. Teacher takes the entire class back to the classroom, and they miss gym for that day.
6. The teacher rewards the rest of the class on their behavior (praise, tangible reward)

SCENE 3

During a spelling test, the teacher felt a spitball hit her on her forehead, but didn't see who threw it.

Possible Solutions:

1. Teacher states angrily: "Who threw that spitball?"
2. Teacher says: "Class, we are in a rush to finish this lesson so we can go to lunch, and we don't have time for immature behavior".
3. Teacher states: "We are not going to continue, and no one will go to lunch until I find out who threw that spitball".
4. Ignore the spitball until you actually catch the culprit.
5. State that you are really unhappy with someone throwing the spitball, and you would appreciate if the person would confess at some point before the end of the day.

The student teachers will be read the following scenarios, and asked to offer their own possible solutions:

SCENE 4

A girl in your class is completely turned off by school. Every day she sits passively in class, making little or no effort to participate in class or do homework.

SCENE 5

A boy in your class is very social. Even though he usually limits his socializing to appropriate times, once in a while he distracts you and his classmates with his talking. Today is one of those rare occasions when he is disruptive.

SCENE 6

A girl is always trying to dominate your class discussions. She is persistently overactive and restless. Her behavior consistently distracts both you, the class, and your lesson. You have tried to talk with her in the past, and although she had been trying, today is continuous.

SCENE 7

A child in your class usually is quite attentive during your lesson. For the past two days you have noticed that he is off-task most of the time, doodling and/or daydreaming.

SCENE 8

John, a child in your first-grade class, is an only child, and does not know how to share materials with other children. Yesterday, he grabbed a crayon away from another boy at his table. You reprimanded him and demonstrated how he should ask for a crayon politely. Today, as you walk by, he is politely asking another child for a yellow crayon. What would you do, if anything?

APPENDIX J
AUDIOVISUAL MATERIALS

AUDIOVISUAL MATERIALS

The following audiovisual resources might be included in this module on classroom management. They are either available from the university audiovisual library or the county professional library.

1. Assertive Discipline in Action. (1980). KT 247 (No. Miami campus).

   Two filmstrips demonstrating a variety of ways in which assertive discipline techniques are used to manage elementary school classrooms.

   Producer: Dave Bell Assoc.
   CA: Media Five

2. Assertive Discipline Teacher Kit. (1982). KT 1471 (UP campus).

   Two sound cassettes detailing Canter's Assertive Discipline techniques. 180 minutes.

   Producer: Canter & Assoc.

3. Before Students Will Learn. (1986). Kansas: The Master Teacher, Inc.

   This filmstrip focuses on Maslow's Hierarchy of needs, and how a student's needs affects behavior.

4. Classroom Management. (1978). VT 37 (No. Miami campus).

   This videotape presents three major alternatives for managing behavior in the classroom. It includes preventive planning, anticipatory responses and intervention strategies. 30 minutes.

   Produced by: Virginia Polytechnic Institute and State University.

5. Classroom Management. (1988). VC 957 (UP campus).

   A practical approach to creating an effective learning environment. This videotape presents ways of organizing the classroom to minimize disruptive behavior and maximize learning. 53 minutes.

   Produced by: Association for Supervision and Curriculum
   Lewis A. Rhodes, producer.

6. Improving Professional Instruction, Domain 2: Management of Student Conduct. (1989). Human Resources Department: Broward County Beginning Teacher Program.